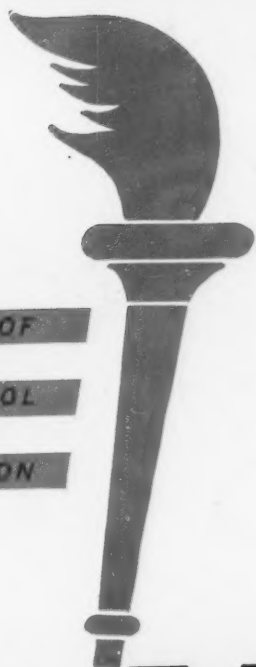


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THE MAGAZINE OF

BETTER SCHOOL

ADMINISTRATION

The Nation's Schools

APRIL 1949

Fowlkes, Misner, Peterson, Church and Willey cover

St. Louis A.A.S.A. • Chase previews Governors' Study

• Goodrich comments on public relations • Architects

describe consolidated school, junior-senior high, auditorium

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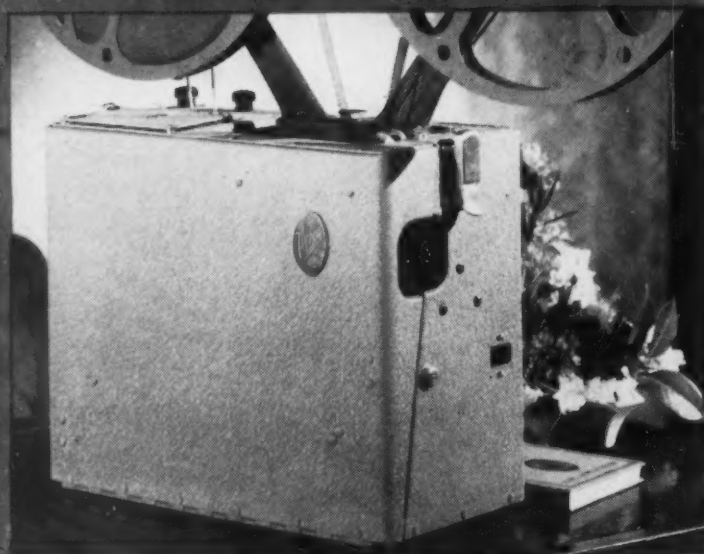
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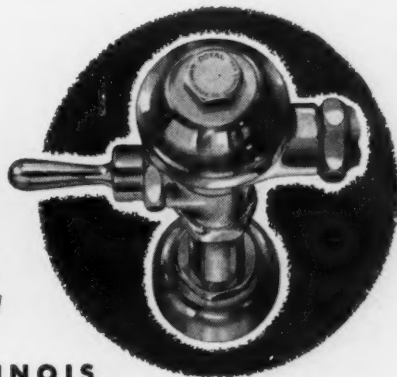
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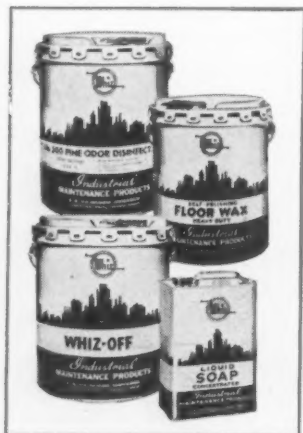
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AMONG THE AUTHORS

FRANCIS S. CHASE directed the Council of State Governments' study on education, on which he reports on page 23. Mr. Chase came to the University of Chicago in October 1945 to organize and direct the Rural Editorial Service, which serves primarily the state education association journals. He also is a lecturer in school administration in the department of education at the University of Chicago. Mr. Chase spent seventeen years as a teacher, principal and superintendent in Virginia public schools. From 1941 to 1943 he was a member of the U.S. Office of Education Wartime Commission; in 1944 and 1945, of the N.E.A. legislative commission, and from 1946 to 1948, of the National Commission on School District Reorganization.



F. S. Chase

J. JAMES MCPHERSON not only is interested in audio-visual education professionally; he also lists photography as a hobby. Dr. McPherson is assistant professor of education and supervisor of the audio-visual services at Drake University, Des Moines, Iowa; on page 58 he tells how Drake is instructing prospective teachers in audio-visual technics. In 1943 he was a visual education specialist for the Harmon Foundation and from 1943 to 1946 was director of visual education in Kern County, California. During the school year 1946-47 Dr. McPherson was visual education specialist for the university extension of the University of California at Los Angeles. He has had numerous articles published on audio-visual education.



J. J. McPherson

GEORGE H. BUSH, who made an analysis of school buildings in occupied Germany for the U.S. military government last fall, gives his impressions of education in Germany today on page 47. Mr. Bush, a school building specialist at Purdue University, helps Indiana superintendents plan new school buildings and their programs of operation and maintenance of existing school buildings. Formerly he taught in the Allen County public schools, the Y.M.C.A. night school, and the Indiana Technical College, all at Fort Wayne, Ind. He is a registered profes-



G. H. Bush

sional engineer and a member of the National Society of Professional Engineers, as well as a teacher. When he isn't planning school buildings, Mr. Bush likes to spend his leisure time playing golf, traveling or taking part in choral singing.

WILLIAM L. BERKHOF, author of "Toward Professionalization of the Superintendency" on page 50, has been a superintendent in Michigan schools since 1932. He was administrator at Sand Lake and Tecumseh, Mich., before he came to Grand Rapids in 1948. Mr. Berkhof has written several articles for *The NATION'S SCHOOLS* and for other education magazines. His non-school interests include sports, camping, music and people, but not necessarily in that order.



W. L. Berkhof

The University of Oklahoma recently reorganized its entire education program; GAROLD D. HOLSTINE tells about the new program and its results in "Training for the Whole Teacher" (p. 52). Dr. Holstine is director of the University School and of teacher education and associate professor of education at Oklahoma. He was superintendent at Alsey and Media, Ill., supervisor of student teaching at the State University of Iowa, and director of the training school and teacher education at State Teachers College at Minot, N.D., before he took his present position in 1946. In his leisure time Dr. Holstine enjoys hunting, fishing and travel.



G. D. Holstine

EVERETT A. McDONALD JR. believes a small school can have an adequate guidance program; to prove his point he tells about the program at East Hampton, Conn., on page 26. Mr. McDonald was named principal at East Hampton in 1945; he has been superintendent there since 1947. Previously he had been a classroom teacher in Massachusetts schools, vice principal at Sandwich, Mass., principal at Princeton, Mass., and a first lieutenant in the U.S.A.F. Model railroads, swimming and photography occupy his leisure time.



E. A. McDonald

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Roving Reporter

**Students and Community Cooperate to Build School Recreation Field . . .
English Classes Write Poetry and Plays, Make Muffins and Dog Sleds as
Book Reports . . . Future Scientists Make Experiments at Bronx High School**

HIGH SCHOOL OFFICIALS at Cranford, N.J., think the new recreation field there not only will fill a community need but also will show students what democratic cooperation can do.

The need for play facilities near the high school was pointed out last fall in a report prepared by three faculty members. The institution's athletic field is half a mile from the building.

Boys and girls in mathematics classes did the preliminary surveys on the block-long area set aside for the recreation field. Students worked with

ports and began searching for new ideas. She taught her sophomore classes to write poetry, so she decided to have the students write poems about the books they had read.

The results were so gratifying that the teacher asked her students for another novel report. She notified them four weeks in advance that each would be required to make some article indicative of the book he had read.

When the boys and girls turned in their handiwork, treasure chests, a miniature Ebbets Field, a blueberry muffin, dolls dressed to represent characters, boats, daggers, dog sleds, and miniature stages lined the window sills in Miss Good's classroom.

Then, after her literature class had studied plays, the Ohio teacher asked each student to write a one-act play, using a scene or incident in the book he had read. Stage directions as well as dialog were given.

How can Miss Good be sure students read the books? She can't, any more than she could when the boys and girls used ordinary book report forms. But, she says, "I do know that in many cases he (the student) had to know something about the story, or he could not have created the things he did. I also know that interest was aroused in book reports."

TEACHERS at the Bronx High School of Science in New York City have only one major complaint—it is difficult for them to keep students from coming to school too early or from staying too late.

The 2300 students, all of whom passed a stiff entrance examination, have a good reason for being such "eager beavers." They want to make good in the science field. Almost all of them enter college after their graduation from high school.

The Bronx school has equipped several project rooms that are open to students whenever they have free time during the day. In them the boys and girls pursue their own scientific interests.

One group of students worked three terms making a microscope which, their teachers say, is in many respects superior to many professionally manufactured microscopes.

Other students are conducting cancer research on plants and animals. (Their work is not necessarily related to human cancer research.) One is now trying to ascertain which plant spray is



picks and shovels provided by the board of education on topsoil supplied for the field by local townspeople. A Cranford citizen offered the use of his trucks, and the township engineer promised his department's help.

Plans call for facilities for tennis, shuffleboard, track, softball and field and ice hockey. The area will be set off with flower gardens and shrubbery.

YOU never do the same thing twice in this class" is the praise high school students in the Norton Local Schools, Barberton, Ohio, offer their English teacher, Myra DeYoung Good.

Miss Good became dissatisfied last year with ordinary forms of book re-



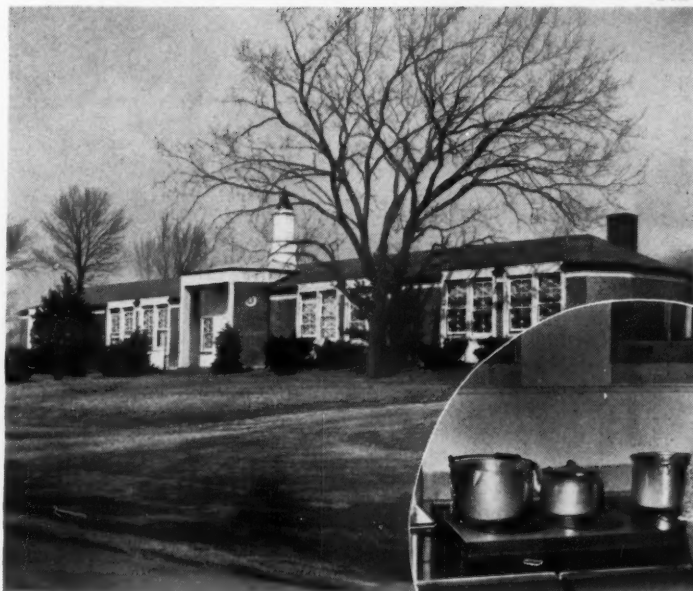
the most effective against plant cancer; another is studying different manifestations of laboratory-produced plant tumors.

One student built an "Eniac" machine that electronically adds, subtracts, multiplies and divides. Others transformed a battered army tank transmitter into the school's radio station.

The Bronx school, the only one of its kind in the country, is only eleven years old. But already many of its graduates have achieved "relative" success, according to its principal, Morris Meister. One worked on the Los Alamos atom bomb project in a technical capacity, and several are Ph.D.'s teaching college science.

Students from all five boroughs in New York may enter the school. For three years it has been coeducational.

He is wise who knows and
knows he knows."
Old Arabian proverb.



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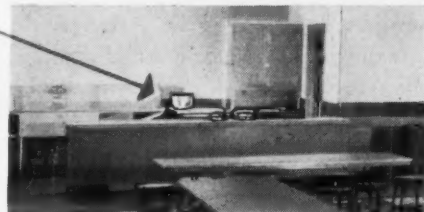
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Questions and Answers

Small Town Finances

How can the small town finance the increased cost of maintaining schools?—E.T.M., Vt.

People can do much to ensure their economic well being and happiness by guaranteeing an adequate and efficient educational program. Causes of increased cost in education are primarily increased attendance, new and improved services, the changed status of the teaching profession, and rising living standards. A sound system of financing in the schools calls for a comprehensive program that involves the following items, at least.

1. *Survey and study of the possibility of a larger administrative unit.* There are too many small tax levying bodies that are not essential. Careful consideration should be given to the taxpaying ability of a unit as represented by assessed valuation per resident pupil.

2. *Desirability of state and federal aid.* A state should have a minimum program based upon a broad tax base. Cost should be shared with the local town or community. Careful study should be made of plans which deal with quantity and quality of social control necessary for all. I do not favor the "rescue the perishing" idea of federal aid. The state should receive some federal aid, but it should not discourage the state from doing its duty, should do away with encroachments upon the property tax, and should be properly administered by the state educational machinery with local help.

3. *More efficient spending of school money.* Checks should be made on overhead costs, proper control of distribution and assignment of teaching services, too rapid expansion of fields of school service, undue influence from pressure groups on school costs, extravagance in school buildings, budgetary procedures, transportation costs, and costs of secondary and elementary basic programs.

4. *Educating the taxpayer.* Genuine modest, frank, honest and effective

publicity with no misrepresentation and exaggeration of facts should be given the taxpayer. Local tax units should bear their proper load.

5. *Preventing encroachment of extracurricular activities costs on tax levies.* Direct the public eye on educational outcomes and let the athletic, musical, dramatic and journalistic activities bear their own costs under school supervision. Be sure you have a balanced activity program.—LORING C. HALBERSTADT, *director of business and research, public schools, Terre Haute, Ind.*

Rural School Organization

What type of organization seems best for a rural high school system with 1100 pupils, two buildings, and thirty-five teachers? The school has buses, a hot lunch program, vocational agriculture, home economics, a gymnasium, a 26 acre campus, a half-time guidance teacher, and a half-time librarian.—P.C., Ark.

If this is a twelve grade rural school, I would favor the 8-4 organization. I am inclined to think that that is what it is, since I do not believe that you could get 1100 rural high school children together in one school in Arkansas. We cannot in North Carolina. I am not favorably impressed with a number of our so-called junior high schools. In our state, they have turned out to be nothing more than nine grade elementary schools, and rather poor ones at that.—W. F. CREDLE, *director, schoolhouse planning, North Carolina State Department of Public Instruction.*

Course in Arithmetic

Should all high school freshmen be required to take a course in arithmetic? I am interested in what the common practice seems to be. —N.E.Q., Wis.

Let us assume that the phrase "high school freshmen" refers to students in their ninth year of schooling.

Obviously there are really two questions before us. The second is implied in the phrase "common practice." The most recent evidence, involving a

sample of more than 300,000 students in Grades 7 to 12,* suggests that about 48 per cent of the students in the ninth grade take algebra, 34 per cent take general mathematics, 8 per cent take commercial arithmetic, 5 per cent take shop mathematics, and 5 per cent some other mathematics course. These other courses include remedial mathematics.

Anyone who visits schools extensively would probably conclude that the ninth grade class limiting its work in mathematics to arithmetic is rather the exception than representative of common practice.

Let us turn now to the main question, "Should all high school freshmen be required to take a course in arithmetic?" The word "required" is used recklessly in the description of courses in high schools. Probably nothing should be required of all high school students unless it is a "must" in general education.

What is the mathematical content of general education? Fortunately our mathematics teachers have offered a good answer to this question. It is provided by the National Council of Teachers of Mathematics in a guidance pamphlet² written by the Commission on Postwar Plans. In that document there are identified twenty-eight specific concepts and principles in mathematics that are considered essential in the education of all citizens. These are put in the form of questions in a check list for students. The list emerged from numerous conferences throughout the land and is, in fact, the product of many minds.

A few illustrations of the basic concept are: Can you use per cents understandingly and accurately? Do you have a clear understanding of ratio? Before you perform a computation do you estimate the result for the purpose of checking your answer? Can you

¹Schorling, R.: What's Going on in Your School? *Mathematics Teacher* 41:147 (April) 1948.

²National Council of Teachers of Mathematics Commission on Postwar Plans: *Guidance Report*, Ibid. 40:315 (November) 1947.

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JULIUS E. WARREN.....*University City Public Schools*
W. T. WHITE.....*Dallas Public Schools*

round numbers properly? Can you find correct values in tables? Can you read ordinary graphs? Do you know the mathematical guides that one should follow in collecting and interpreting data?

If we accept this list of mathematical concepts as identifying what the citizens need for mathematical competence, then the answer to our question is an emphatic "no." The typical course in arithmetic does not guarantee the mathematical ideas and skills needed in everyday living.

If the pupils have been enrolled in a grade school that provides a strong offering in mathematics, students will achieve the desired competencies by the end of the eighth grade. As ninth graders they will be mathematically mature enough to start the systematic study of algebra. If the students have been enrolled in a school that provides obsolete arithmetic courses, the mathematical competencies for general education will not be attained in the first eight grades, nor would they be during another year of the same thing.

During the last thirty years traditional arithmetic in Grades 7 and 8 has been replaced in many schools by general mathematics, and an additional year of general mathematics is offered as an elective in the ninth year in order to provide the mathematics needed in general education. As the level of general education is raised, the requirements in both reading and mathematics are increased.

In great-grandfather's day, a person could get along fairly well if he met a definition of literacy that required little more than reading and writing his name. And he got along somehow if he could do only a little figuring with whole numbers and common fractions and knew a bit about decimals and per cents. But that won't do today! In World War II we were forced to redefine functional literacy to mean fourth grade achievement in reading. In like manner, more mathematics is required for personal use today than was needed in pioneer times.

If a pupil has not acquired functional competence in mathematics by the end of the eighth grade, the sensible thing to do is to guide him into a good course in general mathematics that will teach him not only the arithmetic that he still lacks but also a goodly number of concepts that lie beyond mere arithmetic.—RALEIGH SCHORLING, professor of education, University of Michigan.

Only the New

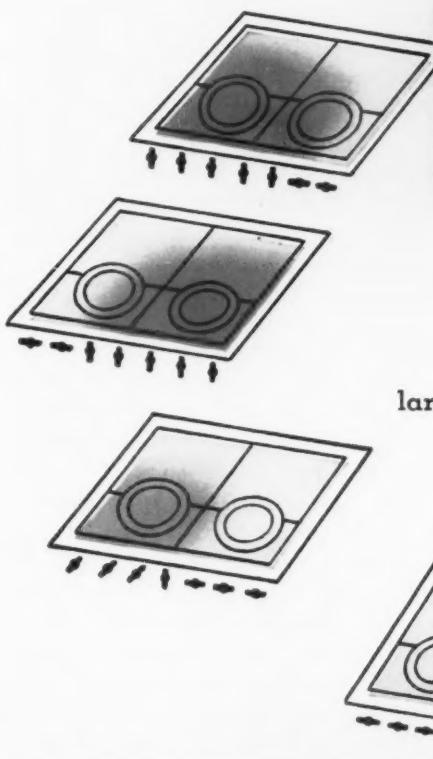
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Reader Opinion

Prepare Better Teachers for Better Buildings

The tremendous growth in the school population which we can anticipate in the next decade is leading to some strange reactions on the part of school administrators and public authorities.

Although we have not taken the steps necessary to assure an adequate supply of qualified teachers, I hear man after man saying that we can't put any more into salaries, we must put our money into buildings. Our own governor has recently been quoted to this effect. This represents an attitude of vindictiveness rather than a well thought-out policy that is in the public interest. We must have teachers and buildings, not one or the other. As we plan building programs for the future years we should be very certain that our teacher training institutions are preparing the teachers that we'll need for each additional classroom.—ARVID J. BURKE, *New York State Teachers Association*.

Same Opportunities for City and Farm Youth

The interview with the three farm leaders* was especially interesting to me because I live in a farm community, and a large percentage of the children in our school come from farm homes. We in education can look to this article and others like it with an eye as to what we can do to better the educational pattern so that the farm boy and the farm girl will be helped the most.

However, I believe that the article needs some clarification. Mr. Kline objects to "frills." What is a "frill" in education? Whatever it is, is not the farm pupil entitled to it? If he means music or art, can't the farm child be exposed to some of the finer arts as well as anyone else?

Mr. Goss wants more vocational training. More than what? If he is speaking of rural schools, he means some vocational training because these schools now offer none.

*Brodinsky, B. P.: *Farmers' Hopes and Complaints About Schools*, *The Nation's Schools* 43:28 (February) 1949.

Mr. Kline complains about the quality of teaching. The reason for it is not (in our section of the country) poor salaries, since rural teachers are receiving more than urban teachers. The reason is that the farm child is taught by a teacher with nine months of training. The urban school insists that a teacher have at least two years and preferably four years of training. Farm people themselves, however, are to blame for this situation since they think a year of training is sufficient.

Mr. Goss seems to believe that the educators are taking children away from their homes and community life. Quite the opposite is actually happening; the schools and educators are making community life for rural children. Not only that, but through the training in home economics and social sciences the schools are building farm homes.

Mr. Goss regrets that children are taken into large towns and even cities. How large is a town which is too large for the farm child to enter? In the Middle West we have no large towns, and the rural and urban children get to know each other well. Farm boys and girls often marry town boys and girls. Is it not good that these children should learn to work together and to play together in a public school, since they are going to be together the rest of their lives?

I am quite concerned that Mr. Goss objects to professional standards. Leaders in education have spent their whole lives in the study of what is best for children. Standards have developed from their studies. Should not the farm child have what is best for him? If a farmer is interested in his boy and girl, as Mr. Goss says that he is, he will be very much interested in professional patterns and standards. Shall we in like manner give up the approach to medicine made by the doctors and adopt our own patent medicine ideas?

More vague yet is the statement that the Grange believes in consolidation, but not too much of it. How much?

Mr. Goss is worried that consolidation will increase juvenile delinquency.

The fact that a child attends school will not make him delinquent; in fact, it guards against delinquency.

Mr. Goss also states that it is low income which causes the farm family to put the youngster to work before he finishes high school. In our state, we find the greatest high school attendance where the land is the poorest. A wealthy farmer keeps his child home oftener than a poor farmer.

I believe that there should be no distinction or separation between the country pupil and the city pupil. Great friendships have grown between city and farm pupils. There was a time when there was a dividing line between the two peoples, but this is fast disappearing and, I should say, has almost entirely disappeared in our community. This is a wonderful thing, and we are proud of it.—CARL E. SOLBERG, *superintendent, Cannon Falls, Minn.*

Thrift Education Budget Is Only \$250,000

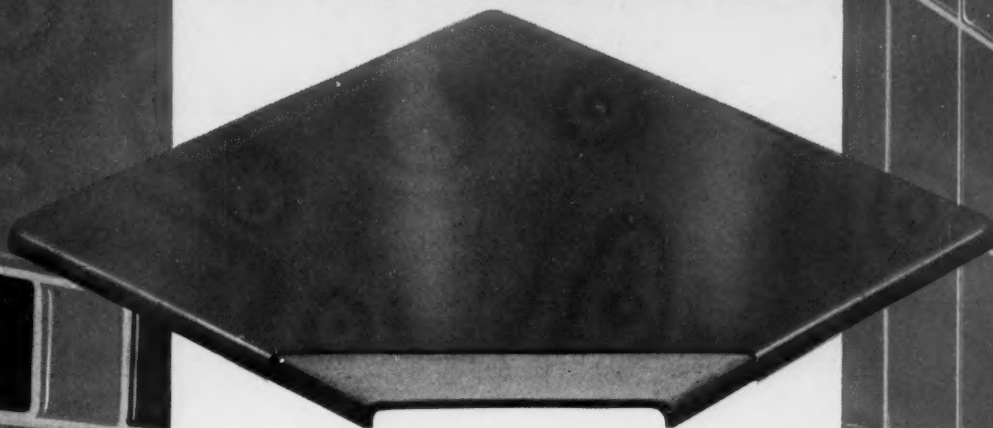
In my article, "Inside F.S.A.—the U.S. Office of Education," in the February issue of *The Nation's Schools*, I stated: "The appropriation to the Treasury Department to promote a program of thrift education in the schools is almost twice as large as the appropriation for the operation of the entire Office of Education."

It has been called to my attention that in the current fiscal year the thrift education program "in the schools" will account for only \$250,000 of the appropriation of several million dollars for promotion of the sale of savings bonds and stamps. I am glad to make this correction.

The point which I desire to make is yet valid, namely, that our government spends only about half as much to support its Office of Education as it does to promote the sale of bonds and stamps.

Likewise it is yet valid to insist that programs operating "in the schools," or impinging directly upon schools or school systems, should not be dis-


(Continued on Page 90.)



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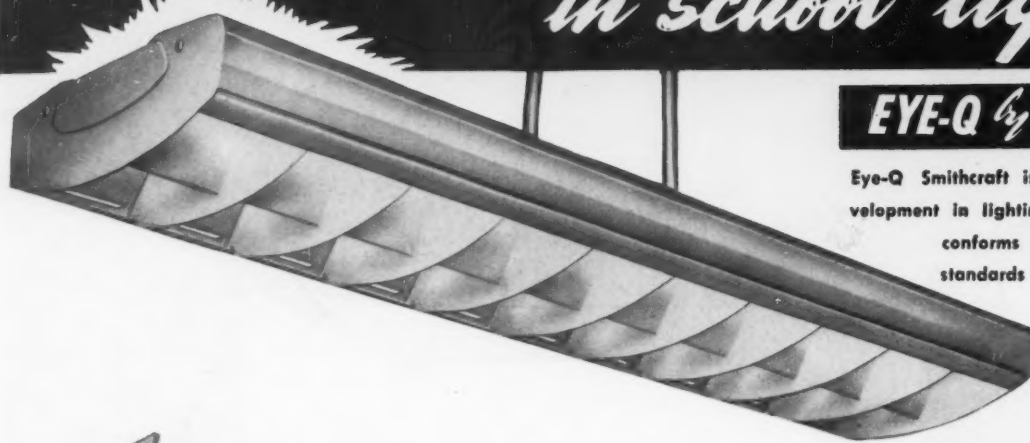
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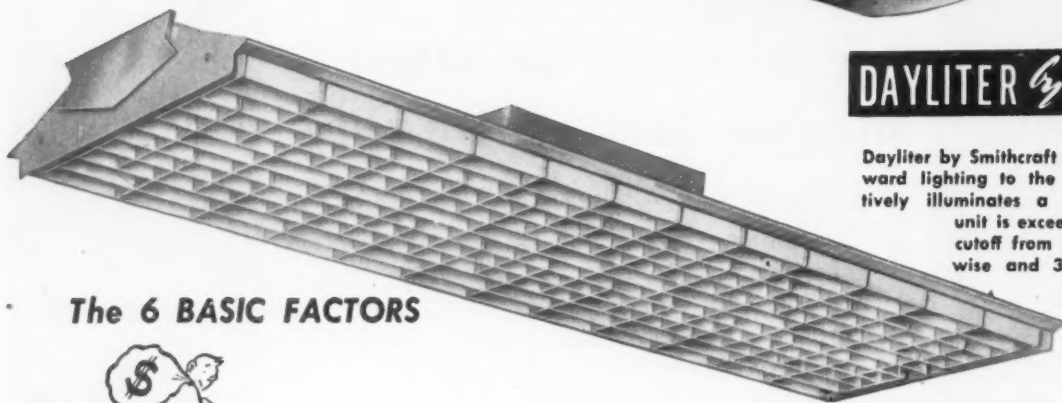
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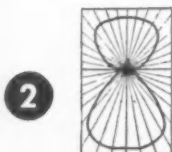
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The 6 BASIC FACTORS



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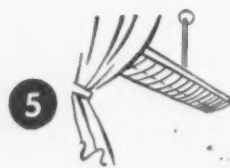
2 EFFICIENCY



3 EASE OF INSTALLATION



4 EASE OF MAINTENANCE



5 APPEARANCE



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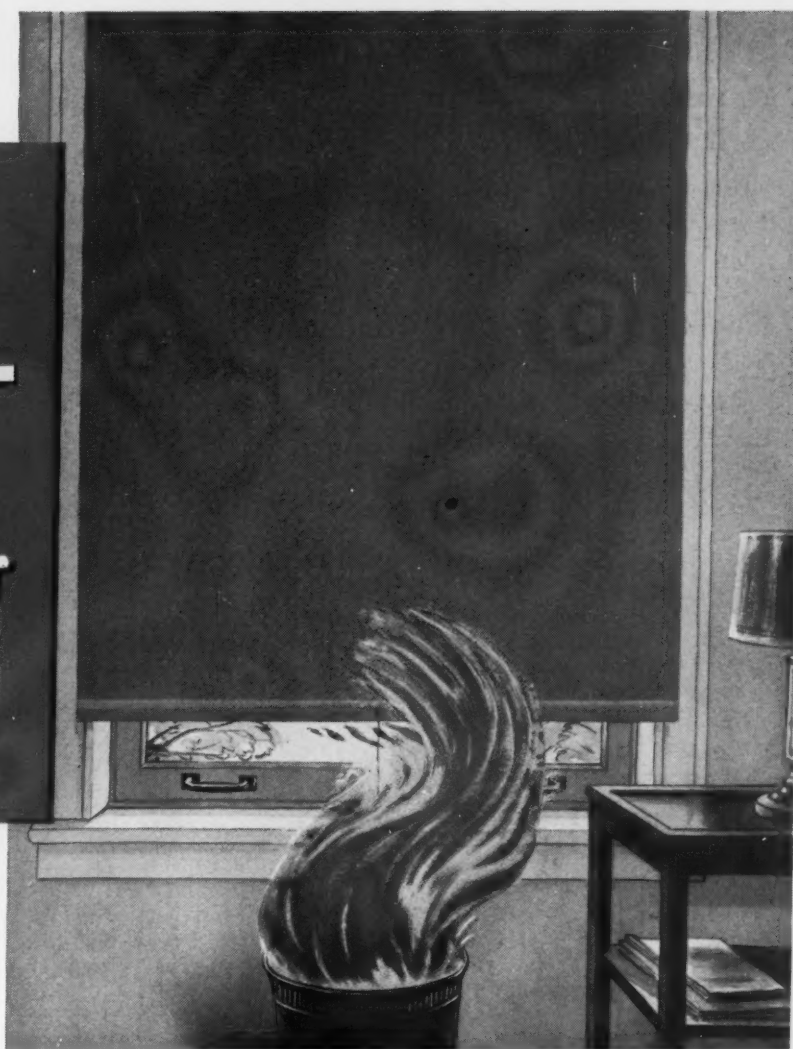
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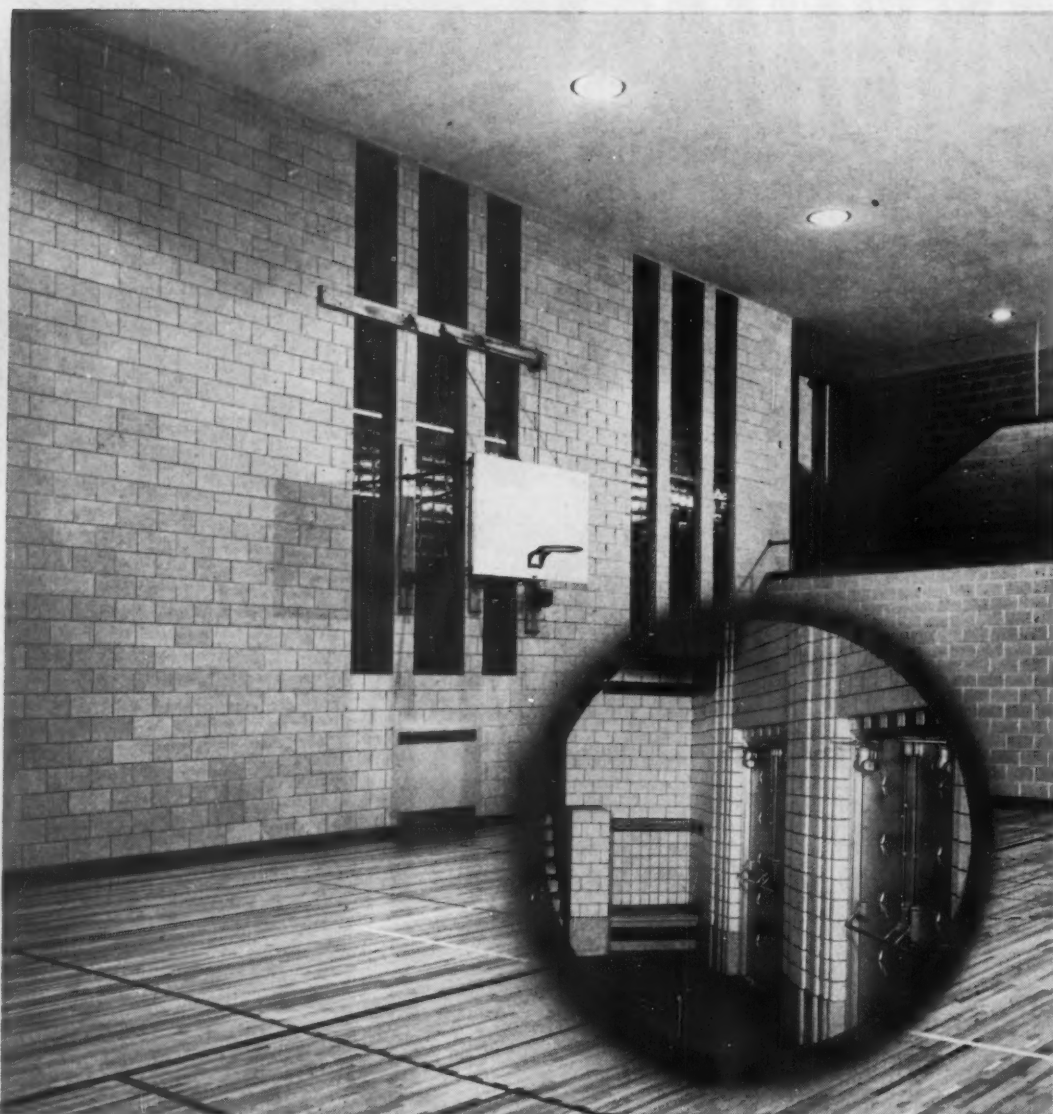
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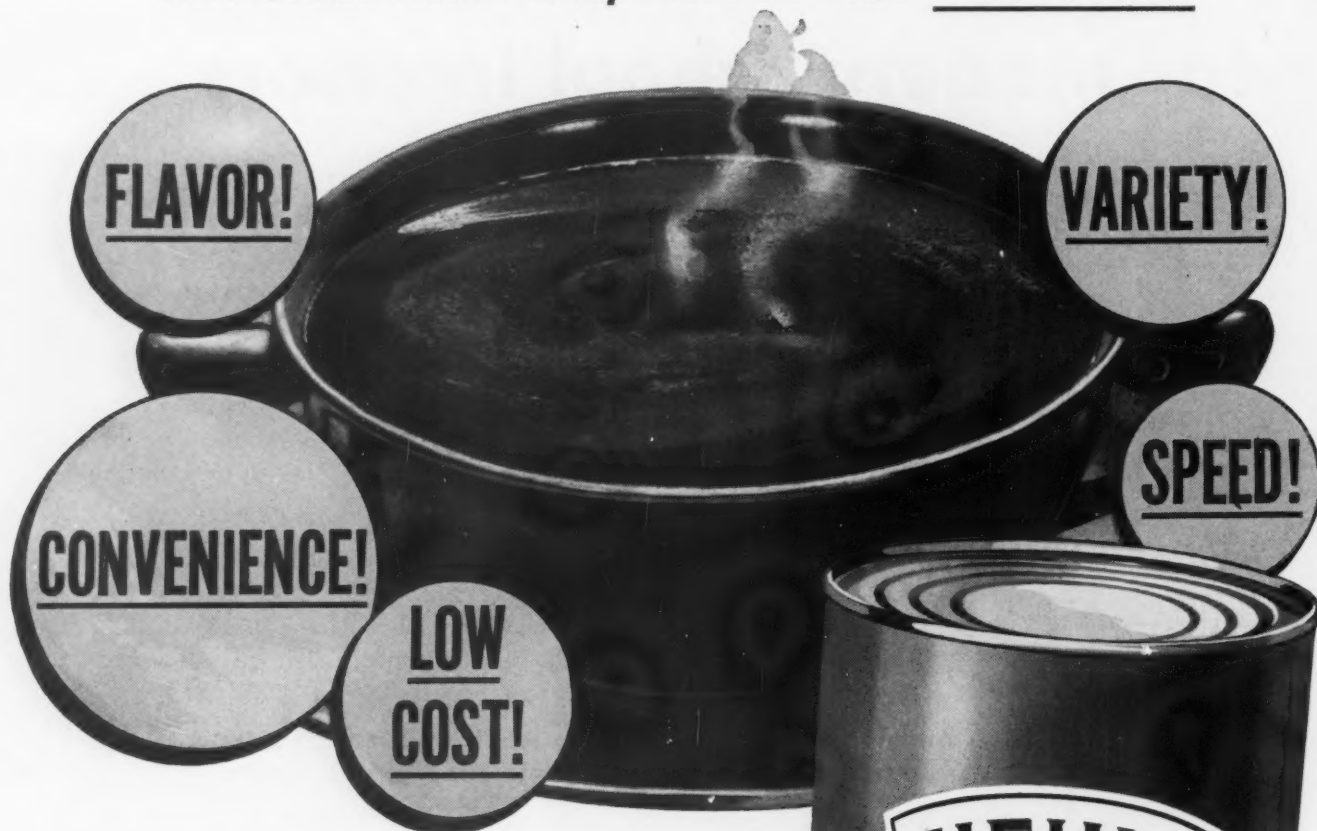
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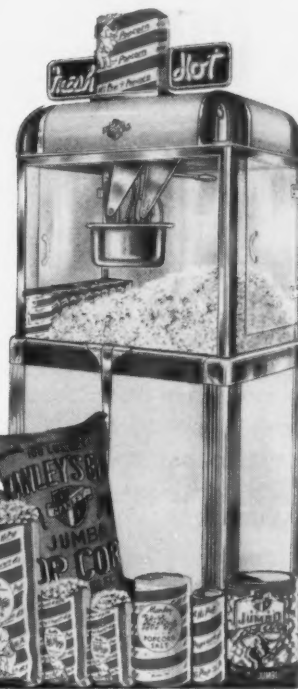
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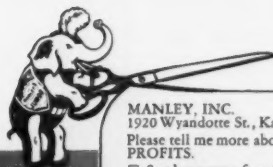
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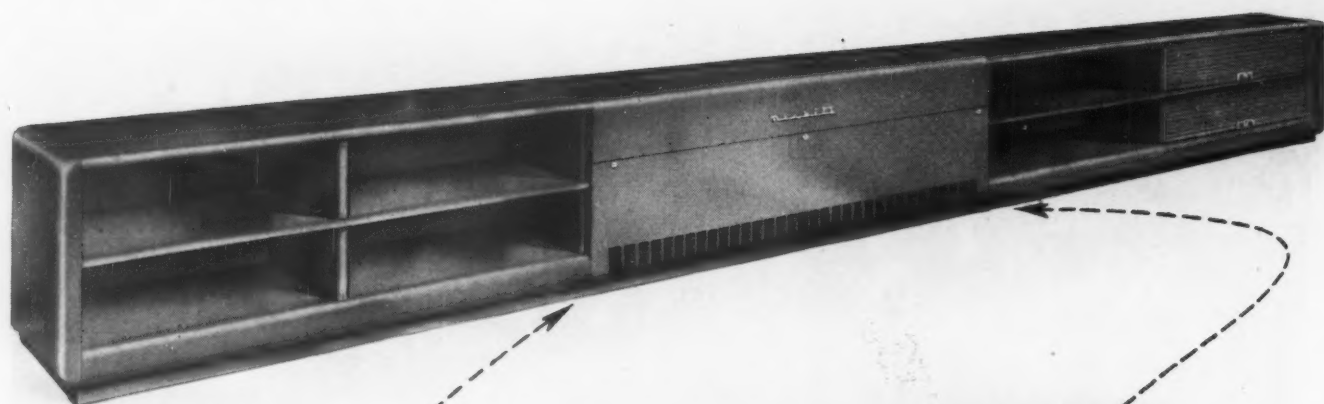
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Looking Forward

Imitate Business?

IMITATE BUSINESS! Imitate business! This has been the theme and cry of too many theorists in school public relations.

True, business has perfected many effective ways of presenting facts to the people, methods devised by the educator but feebly utilized by him. But in imitating the good teaching methods of business and industry, too many schoolmen also have become propagandists.

Lest there be misunderstanding as to the meaning intended for the word "propaganda," it is defined as "the selection and presentation of facts or ideas to lead to a *predetermined* conclusion."

The line of demarcation is clear. Business, or any other private organization or nongovernmental group, has the right to propagandize in a democracy. This is not true for those who are entrusted with the administration and operation of public education. They are obligated to report, interpret and recommend, but they violate their public trust when they advance their own group or personal interests through propaganda. Our public schools belong to no group, to no party, to no class, and not even to the teaching profession.

A lot of trash and tripe is being *donated* to school administrators to "help them" in their public relations. The sources of such "help" are not limited to business and industry. Advertising agencies and all kinds of state and national organizations have joined the parade of willing "helpers."

Often the intention of the donor is sincere. Occasionally the material has some value. We can give the donor the benefit of the doubt and assume that his intentions are honorable, but we cannot forgive the dishonesty of the schoolman who uses such *propagandistic* methods or materials.

The well meaning donor may be a business man, an organization officer, or a labor leader. Often he does not know he is bringing the same kind of pressure on schools that he denounces from other people and other groups—doing unto others what he doesn't want done to him.

"Donated" public relations helps and "teaching aids" should be screened and analyzed. Submit the material to individuals or groups representing various points of view. Accept only that which conflicting interests admit is factual and impartial. Reject the remainder as having been planned to serve a vested interest or purpose.

Public Relations Defined

REDUCED to its simplest element, school public relations is the result of two things: (1) a way of thinking, and (2) a way of living. In other words, it's what we believe and what we do. And, of course, how we *think* influences how we *act*.

Above all, public relations is an attitude. This attitude, as it applies to public education, is the complete acceptance of the democratic process. It is a conviction that the schools actually do belong to the public, and not to the teacher. Stated negatively, it means that schools do not exist to provide a job for superintendents and teachers or to provide a place where parents can send their children to get them out from under their feet. Rather, it means that public education is a governmental function with only one justification—that of developing the country's human resources.

In a real and true sense, the school does belong to the citizen. Whether he is meddlesome or complacent, he has both the privilege and duty to be concerned about what's happening in public education. But governmental services, including public education, must operate through established channels, through legal direction, and through delegation of responsibility. And so all state constitutions set up the school district as a quasi-legal unit to serve in partnership with the home. All citizens should participate in the selection of a nonpartisan school board, which has as its function the making of policies, the hiring of the professional experts, and the evaluation of the total program.

It is this democratic concept of the function and organization of the public school that should operate in a school public relations program.

Federal Strait Jackets

THOSE who are concerned about federal control of public education should be truly alarmed over the avalanche of school construction bills now before Congress. Nearly all of these proposals would put public schools into a strait jacket from which they could not escape for fifty years.

In substance, most of these bills proposing federal aid for schoolhouse construction would route such funds through noneducational agencies, such as the Federal Works Administration. State education authorities and the U.S. Office of Education would be circumvented. The price that would be exacted from a school district would be to grant the federal government the direct control and supervision of schoolhouse planning and construction.

A school building should be planned by all who will be affected by its program. It should be designed to meet the specific needs of the community. What chance is there for such planning if schoolhouse construction becomes another W.P.A. program? School administrators certainly have not forgotten the problems of working under such circumstances during the war.

Deserving careful consideration is the schoolhouse construction bill (S. 287) endorsed by the National Council of Chief State School Officers and introduced by Sen. Matthew Neely of West Virginia. This proposal would give state education agencies the principal control of school construction aid. It presents, of course, the problem inherent in any federal aid bill—the question of defining that intangible line between federal aid which actually operates as an equalization fund and federal funds which become a discounted return of taxes collected in the wealthier states.

The Hoover Report

IT MAY be old copybook stuff, but it's still true that the surest way to have money is to *save* it. Those who hope for continuous federal aid for public education need to be more concerned about where and how such money shall be obtained. It's easy to say that \$300,000,000 is a mere drop in the bucket compared with the total national budget, but aren't a larger number of drops expected eventually?

If the federal government could and would cut down its wasteful and inefficient operation, if it would put into operation some of the economies recommended by the Hoover commission, there would be funds for federal aid without adding to the present total of the national budget. Especially is this true in the area of military defense, if the findings of the Hoover commission are correct.

Even more important than the potential saving in taxes is the plea of the commission that the national military establishment be reconstituted under a "firm civilian control" that would put national welfare above narrow service interests.

The commission recommends that the Secretary of Defense be given greater power over the various separate military departments and their expenditures, so that through him the authority of the people would rise above that of the military clique.

Stated the report: "The Secretary of Defense should have the statutory authority which the service departments now have and which would identify him as the single person accountable to the President and Congress for the efficient administration of the defense organization."

This is a fundamental issue. Is the military service for the protection of the people? Or do the people exist to serve the military? Our dreams and hopes for a nation and a world in which the people rule never can materialize if the power of the military group rises above the constitutional and statutory authority of the civilian.

Education, both private and public, might well cast aside any political prejudices and give honest consideration to the many recommendations of this commission, which is officially known as the Commission on Organization of the Executive Branch of the Government. Its proposals for better government and for the protection of individual rights and liberties will be enacted by Congress only if an enlightened and insistent public opinion demands such action.

He Lives for Children

ONE Sunday morning while riding to the Chicago Loop on a North Shore interurban, we had an enjoyable chat with the conductor. He told us that during the week he teaches the fifth and sixth grades in the public schools of a suburban community. For the last nine years he has supplemented his income by working week ends and other spare time as a railway conductor.

"And do you know," he said, "that when I figured my income tax last year, my earnings as a part-time employe of the Chicago Transit Authority was \$5 more than my *total* salary for a full year's teaching."

"Had you ever thought of giving up teaching and working full time at your present spare-time job?"

"Oh, no," he replied. "I'm an old batch, and the only thing I live for is those children."

There would be more men in the elementary classrooms if salaries were at least a little higher than that of a part-time railway conductor.

Blessed, Indeed

CONVENTION-GOERS who may have been caught in a program where they had to listen to vacuous remarks will appreciate the beatitude proposed by Supt. T. C. Bird of Santa Fe, N.M. He observes: "Blessed is he who having nothing to say cannot be persuaded to say it."

The Editor

Education research by state governments

confirms the **NEED FOR ACTION**

FRANCIS S. CHASE

Director of Research, Study on Education
Council of State Governments
Lecturer, University of Chicago

THE study of the Council of State Governments now nearing completion is the first study of education to be conducted by an agency of all the states. The study, made at the request of state governors, differs from previous ones not only in its sponsorship but also in its scope and in the recency of data collected.

In the resolution adopted by the Governors' Conference last summer the Council of State Governments was requested to "conduct a study and compile a report on the systems of education in the various states."

This request was based on the premises that: "... The education of the youth of the land is one of the fundamental duties of government, and ... the provision of adequate and efficient machinery for that purpose is one of the principal costs of government. ..."

Pursuant to this resolution the executive committee of the Governors' Conference authorized the director of the Council of State Governments to employ a staff and to undertake a study of elementary and secondary education. At a later meeting on August 24, the executive committee approved an outline for a study to embrace the organization, administration and financing of the public school systems in the several states.

In undertaking this study the council is exploring a field closely related to its major purposes. The council is a joint governmental agency established and supported by the states for service to the states as:

1. A clearing house for information and research.

2. A medium for improving legislative and administrative practices of state governments.

3. An instrumentality for encouraging full cooperation among the states in the solution of interstate problems, both regional and national.

4. A means of facilitating and improving federal-state relations.

SCOPE OF STUDY

The study presents facts pertinent to the evaluation and improvement of the several state school systems. It brings together a quantity of data for 1947-48 and previous years on: (1) the current educational situation in the states, (2) the characteristics of state educational organization and administration, (3) significant aspects of local school organization and administration, (4) conditions affecting the teaching personnel, (5) provisions for school buildings and other physical facilities, and (6) school finance practices.

Information for the study has come chiefly from the educational agencies through the governors of the several states. The first request for information was sent to the states early in October 1948. At that time state authorities were asked to provide a wide range of information on operations for 1947-48 and in addition to verify data for past years compiled from the U.S. Office of Education and similar sources.

After the first forms were returned the data were summarized and sent back to state departments of education for further checking. Whenever possible, comparison was made with information compiled by previous studies, including recent state surveys.

In view of the study's broad scope and the limited facilities for research and fact finding in some state departments of education, the response from

Unwise planning and unsuitable locations of new school buildings may freeze the school organization for a generation ... Marked increases in salaries will not provide enough qualified teachers for elementary grades unless citizens recognize the importance of the teacher and provide conditions under which effective teaching is possible ... Small school districts increase cost of education out of proportion to its quality ... In many states the method of distributing school aid tends to retard needed reorganization ... Relatively few states allocate funds according to the taxpaying ability of the district and educational needs of the area served ... Realistic approach to problems by many leaders in government and education gives promise that outmoded provisions and practices will change

the states was exceedingly good. As a result, the report contains an unusually wide range of up-to-the-minute information on provisions for education and major aspects of school organization, administration and finance in the several states.

PROGRESS AND PROBLEMS

The study shows the notable advances made in provisions for education during the last ten years. It likewise reveals some wide differences still existing both among and within the states.

There are variations to be found in teachers' salaries, in the qualifications of teachers, in the value of school property, and in most phases of school administration and operation.

The two most urgent immediate problems appear to be:

1. The shortage of teachers for elementary schools, becoming more and more acute as a result of the small numbers enrolled in courses preparatory to elementary teaching and the mounting enrollments in elementary schools.

2. The need for additional school buildings to replace obsolete structures and to house the increased numbers of children now beginning their upward movement through the elementary grades.

BARRIERS TO IMPROVEMENT

The solutions to these two problems are made more difficult by differences in educational load and by certain inadequacies in many provisions for organization, administration and financing of public education. Entering into the shortage of elementary teachers are such factors as low salaries and unattractive conditions of work found in many small rural school districts.

Even marked increases in salaries are not likely to provide a sufficient supply of well qualified teachers for elementary grades unless school administrative units are reorganized in such a way as to give reasonable assurance of good educational leadership and to provide conditions under which effective teaching is possible. The properly qualified teachers needed are not likely to enter elementary teaching in sufficient numbers until school boards and citizens recognize the importance of the elementary teacher as a highly qualified professional worker largely responsible for the mental and social development of

boys and girls during their most formative years.

The unprecedented need for school plant is being met with difficulty in most states because of a combination of factors including shortages of funds, material and manpower. The problem is intensified by the lack of personnel in many state departments to assist in making needed surveys for the determination of school attendance areas and school locations and in developing plans for construction. In a number of states the large number of small school districts makes impossible proper location of school buildings to take care of educational needs in an economical manner. There is the additional consideration that unwise planning of buildings or choice of unsuitable locations may freeze the school organization or the school program for a generation.

MAJOR SHORTCOMINGS

These two immediate problems point directly to certain major shortcomings in our educational structure. Among these are:

1. *Weaknesses in the provisions for obtaining and studying the facts as a basis for educational planning.* In some states it is extremely hard to obtain an accurate picture of the qualifications of teachers or the variations in current expenditures among the several districts. Even less is known about the variations in the kinds of educational opportunities that are offered.

Certainly state responsibility for education cannot be exercised properly unless facts are available about local provisions for education and the effect of state policies and practices upon these provisions. The lack of adequate personnel for needed studies and records is one of the major weaknesses found in state educational agencies.

2. *Unsatisfactory provisions for obtaining educational leadership.* In many states the methods of selection, short terms of office, and inadequate compensation make positions in educational administration unattractive to well qualified professional leaders. The lack of such leadership makes difficult other needed improvements both in school administration and in operation.

3. *The large number of extremely small administrative units in many states.* Small local school districts handicap sound administration, make it difficult to provide needed educa-

tional programs, and increase the cost of education out of proportion to its quality. These small districts contribute to the difficulty of obtaining an adequate supply of qualified teachers, of providing needed buildings and equipment, and of meeting educational needs.

4. *Methods of distributing state school funds.* Many states have methods of distributing state school funds which tend to retard needed school district reorganization, to perpetuate existing small districts, and to perpetuate or increase inequalities in educational opportunity.

Other methods of distributing state school funds tend to encourage extravagance or to overemphasize one phase of the school program at the expense of other phases. Relatively few states use a formula for distributing major state school funds based on the tax-paying ability of the local districts and the educational needs of the people in the areas served.

CURRENT SITUATION

The study gives figures on educational load, ability and effort to support education, the value of school property, and the current expenses per pupil in average daily attendance. The study shows that marked increases have been registered in every state in the expenditures per pupil, but when these expenditures are adjusted to take into account the reduced purchasing power of the dollar, the gains are not so striking. In fact, several states show a lower adjusted current expense per pupil in 1947-48 than in 1945-46.

STATE AGENCIES EXAMINED

The chapter on state school organization and administration gives information on the powers, functions, qualifications, methods of selection, and compensation of the state boards of education, chief state school officers, and state departments of education. It explores the relationships between chief state school officers and state boards of education and between educational and noneducational agencies.

The study points up certain aspects of the provisions for school agencies, such as: (1) the division of responsibility for elementary and secondary education between two or more boards or failure to provide a policy making board composed of able citizens selected on a nonpartisan

basis; (2) the election of chief state school officers by popular vote; (3) the lack of needed research and records as a basis for determining educational policy and procedures, and (4) the need for more extensive services in many state departments of education for several phases of general education and in such important areas as school plant construction and maintenance.

Considerable attention is devoted to local school organization and administration. Tables show the number of districts in each state, the number employing nine teachers or fewer, and forty teachers or more, and the number of districts that operate elementary schools only.

DEFECTS IN LOCAL ORGANIZATION

The extreme variation among the states in size of school district is shown by the fact that in each of twenty-four states more than half the districts employ nine teachers or fewer, while in three states all districts employ forty teachers or more.

Similar variations are shown in the number of one-teacher schools and in the size of high schools. In a number of states three-fourths of the total number of elementary schools are one-teacher schools, while in other states one-teacher schools constitute less than one-tenth of the total number of elementary schools. The percentage of high schools enrolling fewer than one hundred pupils ranges from less than 2 per cent to more than 75 per cent.

Information on methods of selection, compensation and functions of boards of education and superintendents of schools is another feature of the treatment of local school organization and administration. Evidence gathered by the study seems to indicate that there is need in many states for the reorganization of rural school districts and improvement in the status and qualifications of county and other rural area superintendents. Considerable light is thrown on the provisions which encourage and those which discourage needed reorganization.

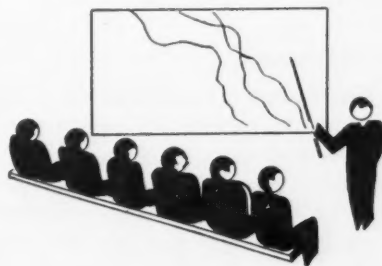
The study throws the spotlight on hindrances to effective local control and operation, such as: (1) the large numbers of school administrative districts enrolling fewer than 1200 pupils; (2) the failure in many places to provide for school board appointment of superintendents of schools

on the basis of professional qualifications, and (3) the existence of tax limitations and other provisions that unduly hamper local initiative.

SHORTAGE OF TEACHERS

The section on the administration of the teaching personnel throws considerable new light on the actual qualifications of teachers employed, on prevailing conditions with regard to teacher supply and demand, and on the distribution of teachers' salaries. Tables and graphs give for each state the per cent of teachers having specified amounts of college preparation and the per cent falling within designated salary brackets. This is much more revealing in many respects than state averages.

The average annual salaries of teachers are shown for the years 1937-38, 1941-42, 1945-46 and 1947-48



and for the same years adjusted for cost of living. It is interesting to note that some states have gained more than \$500 in the adjusted average annual salaries of teachers since 1937-38, while in a few states the adjusted salaries are actually lower than they were ten years ago.

Of special interest in view of the urgent need for school building construction are the estimates of school plant needs and descriptions of current provisions for financing the program. Attention also is given to state services in the school plant field and to provisions for school transportation, textbooks and supplies. The study offers evidence that cooperative state and local effort will be necessary if school plant needs are to be met.

SCHOOL FINANCE PROBLEMS

School finance practices are examined with regard to sources of funds, kinds of state school funds or appropriations, methods of determining educational needs and costs, methods of determining local taxpaying ability

and effort, and ways of distributing the cost of foundation programs.

Tables show the percentages of revenue according to various sources, the major kinds of state aid funds, and the percentages of state aid apportioned in various ways. They also provide information in regard to tax limitation and budget control.

A number of states have made considerable progress in establishing foundation or equalizing programs. In other states only a small amount of the entire state aid is apportioned in this manner. The great variety of practices found among the states in methods of determining educational needs and in arriving at the cost of minimum or foundation programs indicates that considerable experimentation is still taking place.

The study* reveals the weaknesses of many current school finance practices and suggests ways in which state school funds can be apportioned to guarantee a reasonably comprehensive program of education throughout the state while equalizing the burden of school costs among local units and encouraging good local organization and administration.

ADVANCES IN PROVISIONS

The facts gathered show that the last ten years represent a period of considerable progress in American education. Public interest in the improvement of education has led to increased expenditures in every state and has stimulated serious efforts to improve the basic structure of education in many states.

Substantial gains are being registered toward bringing opportunities for relatively good programs of elementary and secondary education within the reach of all, although in some states progress is being retarded by defects in organization, administration and methods of financing.

The realistic way in which problems are being faced by many leaders in government and education gives promise that many outmoded provisions and practices will be overhauled and the way cleared for far-reaching improvements in education which will strengthen our ability not only to maintain but also to extend our democratic institutions.

*The final report was to go to press late in March. It is expected that the printed volume will be available to the public early in May. It may be obtained from the Council of State Governments.

GUIDANCE *in the small school system*

can be effective if all teachers help

MOST small school systems cannot afford a guidance program that calls for special full-time counselors for both boys and girls, completely furnished consultation rooms, and offices full of file cabinets on student data. But if the small school is to assist boys and girls in making proper educational and vocational life adjustments, it must find some means of developing and maintaining a good guidance program. The suggestions in this article are based upon our experiences in East Hampton, Conn., where our total student enrollment is about 700, including 325 students in the secondary school.

If a guidance program is to be offered, the school administrator must be willing and eager to organize and operate it with the aid of the faculty and the student body. In many schools, the principal and/or the superintendent are the guidance officers; in others, the work is delegated to classroom teachers.

TWO TEACHERS ARE GUIDES

The administrator, in attempting to maintain a teacher load balance, should set up a list of responsibilities for each teacher. Where one is responsible for the yearbook, another, the school paper, and another, dramatics, one or two teachers—preferably a man and a woman—could be charged with the responsibility for guidance.

These two teachers should, of course, have guidance training, but it is not necessary that they be experts, nor is it necessary that guidance be their major field of endeavor. They must, however, be eager to do a good job, be vitally interested in all children, understand the major objective of the school and strive to provide opportunities for equitable education for all children.

All teachers must feel that, although two of their colleagues are designated as the guidance committee, everyone must contribute wholeheartedly to the guidance program and become an in-

EVERETT A. McDONALD Jr.

Superintendent of Schools
East Hampton, Conn.

tegral part of its operation. They must understand the objectives desired and the over-all educational program. They must be willing to administer, correct and score the standardized tests proposed, and they must take full part in the interpretation of tests and the use of their results.

COST IS SMALL

There must be a budgetary allowance for the purchase of tests, permanent record cards, and other forms necessary for the operation of the program. In East Hampton, \$200 is set aside for the purchase of tests. This amount is adequate and it represents little more than 0.1 per cent of the total budget.

Permanent record cards, should be devised to keep a complete record of as much of the testing data and personal pupil data as is pertinent and worth while, and these should be printed on good grade materials for long-time use. It is suggested that five permanent record card forms be used in the school system.

Elementary Permanent Record Card. Lists birth date and place, entrance date, school from which entered, subject grades, parentage, attendance, citizenship, promotion record, and record and results of interviews.

High School Permanent Record Card. Gives name, date and place of birth, date of entrance, school from which entered, graduation date and rank in class, total credits, or withdrawal date and reason, subject grades, parentage, attendance, honors and achievements.

Guidance and Testing Permanent Record Card. Lists results of mental ability, achievement, reading, prognostic, aptitude, personality and social usage tests given in Grades 1 to 12.

Health Permanent Record Card. A cumulative health record; lists results of all medical examinations and vision and hearing tests, growth record, medical history, and any other pertinent data.

Physical Education Permanent Record Card. For Grades 7 through 12. Lists class record, physical defects, honors, competitions and clubs.

The office staff might be responsible for elementary and secondary permanent records; guidance teachers, for guidance and testing record cards; physical education instructors, for physical education cards, and the nurse, for health cards.

Other provisions necessary for the success of the guidance program are (1) easy accessibility to all permanent record cards and (2) an understanding by the teachers of the records kept. The guidance teachers always should have the responsibility of providing service rather than system; service to the individual pupil is far more important than the accurate keeping of records. Conversely, the accurate keeping of records, if not burdensome, will, of course, be beneficial to each student counselor.

HOW TESTING PROGRAM WORKS

The administrator and his two guidance assistants should set up a program of standardized tests. The purpose of such testing program is simply to obtain a picture of the interests, abilities and needs of each one of our students.

Six major operations concerning testing must be performed: administering, correcting, scoring, tabulating, summarizing and follow-up. The first three, in East Hampton, are the responsibility of classroom teachers. Tabulating, setting up class records, and finding medians and mid scores and any other pertinent data are the responsibility of the guidance teachers. The data are forwarded to the administrator and kept on file for the benefit of classroom teachers; they are

used for grouping within classes and the breakdown of secondary grades into divisions.

The guidance teachers and the administrator should discuss with teachers any pertinent deficiencies which are discovered through the testing.

Promotion from grade to grade should be determined on the basis of the pupil's achievement as measured against his ability. A teacher can compute the achievement of a pupil by determining his actual grade placement in relation to his mental ability tests, and his actual grade placement in relation to his achievement tests. The latter divided by the former results in a decimal which is greater than 1 if his achievement grade placement is higher than his mental ability grade placement. If his achievement grade placement is *lower* than his mental ability grade placement, the result will be *less* than 1.

According to the usual philosophy, those children whose achievement quotient is less than 0.75 should be retarded. Such a rigid device does not take into consideration the subjective element of grading. To promote according to an objective set of rules discounts many individual differences that should be taken into account in determining pupil growth. Therefore, other understandings and agreements about promotion must be considered.

PROMOTIONS CAREFULLY WEIGHED

First, the tests used are standard achievement tests, and even their selection makes a difference in results because of the type of learning required by the tests and the type of learning experienced in the local situation. Tests which require a knowledge of factual material administered to children who have learned under a different set of standards do not properly test the results of that learning.

Many times there are children whose achievement quotient is greater than 1 who would benefit by another year with the same teacher in the same grade. This is especially true in the first grades, where maturity plays a great part in pupil progress.

It is also quite possible in the upper grades that a bright student might be lazy about school work, do little work, receive an achievement quotient of less than 0.75 and still do as much as or more than some of the students with mental ability scores much lower than his. This is a problem for the teacher,

who must demand more from that student during the school year, but it is a type of case which has arisen under this method.

Therefore, it is deemed advisable to follow this method of determining promotion *only as a guide and a reference point*. All children whose achievement quotient is below the indicated 0.75 should become the subject of faculty conference. In the lower grades, the opinion of the teachers should carry more weight than the scores obtained.

ALL TEACHERS CONSULTED

All teachers who are concerned with the learning activities of children in Grades 7 and 8 meet annually with the principal and superintendent to discuss the advisability of promoting each child in those grades. This appears to be a tremendous task, but it is really not so difficult as one would suppose. With the permanent record cards and test results of the pupils at hand, the problem is quite simple.

All teachers agree that most of the children should be promoted; these pupils are passed over quickly. It is only the few "borderline" cases that require serious consideration at that late date in the year. Pupils in this category are discussed quite frankly and at length. Then a conference is arranged with the parents of those who are not promoted and of those who are promoted only because of a close decision by their teachers.

If the curriculum is geared to the needs and abilities of the pupils and if grouping is properly carried out, non-promotion of pupils should be a simple problem.

Once each week the boys in Grades 7, 8 and 9 meet with the man guidance teacher, and the girls in the same grades meet with the woman teacher. In these grades the objectives are educational and social guidance to help the child obtain the most from his present school work. Students in Grades 10 and 11 meet once each month with one of the two guidance teachers to discuss their educational and vocational problems.

SENIORS PUT IN THREE GROUPS

Grade 12 is divided into three sections: the college preparatory, commercial and industrial arts, and home-making groups. One of the college preparatory teachers, the vice principal in this school, is charged with the responsibility of helping students

select and make their final entry into a college. He keeps in touch with those who are in college to obtain data to aid other students. For the last three years this person has been able to enroll all college preparatory students in college; approximately 90 per cent were accepted by the colleges of their first choice.

The commercial teacher studies the local situation and determines what is expected of commercial students by local business firms. He also helps commercial students select and acquire positions and follows students in their work to gain data to use in helping future students prepare for jobs.

Both the commercial teacher and the industrial arts teacher make contacts with the local businessmen, factory owners, and any other persons likely to hire high school graduates. While still in school, students gain actual work experience in the local and surrounding communities.

Between marking periods, parents are notified by mail when their children are not achieving what is expected of them in their regular class work. Each child whose parent receives an unsatisfactory work report is interviewed by one of the guidance teachers, the vice principal, or the principal in an attempt to aid that student to do better work or to become better adjusted to school.

HOW ACHIEVEMENT IS RECORDED

In the secondary school, exponent numbers are assigned to the letter grades to indicate to the parent whether the child is doing the best he can or whether he could do a little better. The number assigned is determined by the child's mental ability, his aptitude, and his achievement; for instance, a B² indicates that the student can do better, while a C¹ indicates that he is achieving as much as he can.

A strong student government has been established; students are charged with the responsibility of offering guidance to one another and of making a special effort to assist new enrollees to understand the purpose and operation of the school program.

Credit for the success of such a guidance program is due to each member of the faculty, conscientious guidance teachers, an efficient office staff, and student association officers. All members in a school system must cooperate wholeheartedly to achieve the best educational and vocational adjustments possible for each student.



NANCY WALTERS and MORRISON CROWLEY, Students

SUPT. GOODRICH

T. J. KUEMMERLEIN and BRUNHILDE FLEER, Supervisors

This is **PUBLIC RELATIONS** *as MILWAUKEE sees it*

An Interview with **LOWELL P. GOODRICH**

NEVER measure the success of a public relations program by its total in column inches of printed matter. Happy children and satisfied parents are the true measure of school public relations.

Lowell P. Goodrich, chairman of the 1950 Yearbook Commission on the subject of public relations, not only believes this, but is forcefully, fervently trying to carry it out in the Milwaukee public school system of which he is the head.

"The schools have a rather limited amount of time in which to convince the public that they actually make a contribution to all youths," Supt. Goodrich warns. "The public isn't going to continue undivided school support to American education unless schools provide equalization of opportunity, especially when our compulsory education laws force every young person to attend high school.

"We can't develop an inclusive democracy based on an exclusive philosophy of education."

A democratic philosophy of education is the one base on which to build school public relations, thinks Mr. Goodrich. Whether or not a school system has an organized public relations program is immaterial. In fact, Milwaukee has none, yet few cities in the nation can either match or approach the friendliness that Milwaukee citizens feel for their schools. Tangible evidence of this happy relationship is seen through almost universal support of rising tax levies for school purposes.

"Many high school teachers still feel that students who don't meet certain standards of ability don't belong in their classes. They hold that these youngsters should never have been allowed out of the grades."

To them, Supt. Goodrich says:

"In serving all youths we do not lower the standard of the school. The fact that all young people can't do the same level of work merely means that we must develop the resources necessary to provide a flexible program. It

is up to us to solve the problem of the average and below average student, and when we do we shall add rather than subtract from the opportunities for those of highest ability.

"In terms of the world's wealth, when we give to one we take from another. In terms of the world's knowledge, we do not take from others when we give to the less favored.

"I am not sympathetic with the idea of keeping education as a badge of distinction valued for its exclusiveness. I am willing to have people measured in terms of their skills in arts and in knowledges. But the moral worth of an individual cannot be measured in terms of any particular knowledge or skill." Mr. Goodrich speaks these words with utter conviction.

"People are quick to recognize their limitations," he continues. "Just step into a first grade room and ask: 'Who's the best reader? Who's the fastest runner?' The children will tell you—without jealousy. It is one of the fine traits of human nature!

"But when, after having received from them admission of their own lesser abilities, we turn around and organize a system of marks, credits and honors implying that relative abilities carry over into the moral worth of the individual, then the children fight back."

Psychologists agree, Mr. Goodrich reminds us, that successful experience is the substance out of which growth and progress are made. Psychologists agree, too, that negative experience retards growth and development. Mr. Goodrich holds that unsuccessful attempt, followed by repeated attempts with known progress, is not failure.

"All people tend to avoid activities in which they don't experience success," the Milwaukee superintendent argues. "We don't penalize successful adults because they are not prize golfers, bridge players or painters. Why should we measure students by the activities in which they do not excel?"

"Our problem in the school is to make it possible for American youths to be kept together as a social group until they are 16 or 18 years old."

The junior college and the technical institute, with correlated employment, constitute a step between basic education and specialization that the school system must provide to carry out its function.

Milwaukee's dual system (vocational schools in Wisconsin are separate entities) may make for problems in coordination, Mr. Goodrich asserts, but vocational education has developed more rapidly there because of this system. From the general high school it is easy for the student to switch to a vocational school after he is 16 or after he has completed high school.

ALL SHARE IN RESPONSIBILITY

The entire Milwaukee school staff constitutes the personnel of public relations, and it is held to be a responsibility of administration to provide the means for the organization of information essential to professional and lay understanding.

Mr. Goodrich believes it important to keep in mind that all phases of curriculum, management and procedure have public relations significance: what pupils are taught and how they are taught, promotion, failure, reports, guidance, school activities, finance, buildings and equipment.

Good public relations, as Milwaukee views it, evolves from an intelligent sharing of problems.—M. W.

IMPROVING THE DAILY PROGRAM

EDWIN A. GADDIS

Principal, Altamont Elementary School
Altamont, Ill.

WHEN we began our study of the daily program of the Altamont Elementary School six years ago, we found that we had a hard and fast program in which each school subject was given a definite amount of time daily.

There was scant possibility of variation. Teachers or pupils changed rooms at specific times. Some subjects seemed to be receiving an unwarranted amount of time, while others were being slighted. It did not seem that such a program could lend itself to modern methods in elementary teaching, so we set about to evolve a program that did.

The type of program desired was one that would recognize some degree of regularity and continuity but would be flexible and informal. Periods had to be longer and planned in terms of integrated activities rather than in terms of specific school subjects. The program should not hobble the teacher but rather should encourage better teaching because it had greater flexibility and more time for worth-while classroom projects and activities. It should be planned on a weekly basis.

As a first step we modified the strict departmentalization which had prevailed in Grades 5 to 8 and which had necessitated the changing of rooms or teachers at definite times. Each teacher was now with her homeroom group half of the time or more. This allowed a more flexible use of that part of the school day.

The following year the number of "periods" in the school day was reduced to four. A recess period formed the break in these periods.

The length of these periods was sixty and seventy minutes in the lower grades and eighty minutes in the upper grades. The periods were utilized in general as follows:

Period 1: Language arts (reading, literature, spelling, language and writing).

Period 2: Social studies (geography, history and citizenship).

Period 3: Arithmetic and science (including health).

Period 4: Manual arts (all phases of art and crafts), chorus, band, assemblies and physical education.

During the last three years the program has been changed from time to time as the experience of the teachers or principal dictated, but it has remained basically the same.

The way in which the time within these long periods is used is variable. At times the activity of the class is such that correlation is possible, and there is no break within the period. At other times all the various subjects within the area are given a share of the time.

So far, music and physical education have had to be assigned definite periods in each room during the week as all classes share the same music teacher and the same gymnasium. Special music activities, however, such as chorus, band and preparation of musical programs, come during the last period of the day, the activity period.


We are far from considering our program a "finished product." Teachers have taken an active rôle in evolving the program and have suggested many of the changes from time to time.

Some of the benefits we feel we have achieved are:

1. Teachers know their pupils better because they are with them more. They can give more individual attention to class members.

2. Many more worth-while learning activities are carried on in the classroom than before. The new system lends itself to the unit method of teaching.

3. Much time has been saved by better utilization of all the time in the school day through the elimination of much of the class changing routine and of time wasting "study halls" for elementary pupils. The correlation of subject matter within the areas has saved time and resulted in more effective teaching. This extra time has made possible the addition of such activities as manual arts, chorus and band and more physical education.



Among
the first
to register.

Five School Administrators Cover the St. Louis A.A.S.A.

JOHN GUY FOWLKES

Dean, School of Education
University of Wisconsin

CALM seriousness with undaunted determination characterized very well the atmosphere reflected at the regional meeting of the American Association of School Administrators in St. Louis, February 27 to March 2.

The school administrators assembled there seemed to have developed a new intuition concerning the social significance of administrative leadership in American public education.

As would be expected, a wide range of principles and procedures was considered. As one analyzes the program and reflects upon the pronouncements, a number of impressions arise. Pres. James Bryant Conant of Harvard, in penetrating and challenging style, gave shocking revelation of the essential necessity for, and at the same time the tragic absence of, actual equality throughout our land.

Dr. Conant's admonition that scientific data are not the means of establishing philosophical policies and carrying such policies into action might well be pondered by everyone in the field of public education.

His last statement might well be recognized as the basic theme or platform of the entire convention's program. He said: "We live in a democracy, whether you like it or not, and we educators like it and are bound to make it work."

PARENTS BEHIND THE SCENES

E. T. McSwain, dean of University College, Chicago campus, Northwestern University, told the important story of the school's responsibility for parent education. Quite properly, he observed that a child's first teacher is his mother, and sometimes the father catches a few minutes to join in the tutoring of his child.

The plea that parents be taken behind the scenes and not only allowed but also encouraged to get into the

educational stream is as intriguing as it is complex. Only to the degree that citizens, who at the same time are the paying proprietors and the consumers of our public schools, understand what constitutes a good school can it be possible for Dr. Conant's principle of educational equality to be realized.

Wayne O. Reed, state superintendent of public instruction of Nebraska, dealt with the ever increasing trouble in interreactions and interrelationships of federal, state and local governments. Fitting our educational forces into the operational stream of our political and civil corporations and at the same time preserving the uniqueness and autonomy of public school organization—local school systems, state departments of public instruction, the United States Office of Education, and the educational agents in other federal divisions—is something about which most of us seem to have done little thinking, much less acting.

It seems likely that the whole matter of desirable and at the same time ef-



John Guy Fowlkes



Paul J. Misner



E. T. Peterson



Gilbert S. Willey



Harold H. Church



John L. Bracken, new president of A.A.S.A.



John T. Wahlquist is Utah's education dean.



Supt. Philip Hickey of St. Louis schools, host.



Carl Larson of West Side Schools, Aurora, Ill.



President E. B. Elliott of Michigan State Normal.

fective administrative relationships among the three levels of government must be established if an internecine warfare between our educational staffs and noneducational workers is to be avoided.

It was inevitable that the impossible situation with respect to qualified elementary teachers would be highlighted. As youngsters themselves, not to mention parents and superintendents of schools, well know, this grand United States of ours, in approximately 1952, will not have enough school buildings or schoolteachers to give thousands of vibrant, dynamic first-graders the kind of school start that they deserve and need.

FOOLISH RECONVERSION POLICY

Various expedients are being used at present in an attempt to meet the present inadequacy among elementary teachers. Reconversion à la the assembly line of high school teachers is being attempted in several ways. There was evidence that some schoolmen would attempt to change overnight a person prepared for high school teaching into an elementary teacher, a practice that would be infeasible and undesirable.

It was claimed by some that an inexperienced teacher prepared for high school appointment might be reconverted through a few courses during a six-week summer session. Others stoutly maintained that if the reconversion of prospective high school teachers were desirable it would take at least a semester and a half of college work.

The implication that a person who has just completed a four-year college program supposedly of a specialized, as well as a general, nature can, willy nilly, be transformed into an elementary teacher is frightening to one who has been long engaged in the education of teachers.

It would seem that some persons would make good elementary teachers but would be ill-fitted, and hence unhappy, as high school teachers. Similarly some individuals would make good high school teachers but poor elementary teachers. If such be the case, it would seem that the selection of people for either elementary or secondary teacher training is the first step in the training program.

FLAW IN REASONING

The discussion involving the elementary teacher problem at St. Louis seemed to show that one of the major reasons for the present situation is the feeling among at least some educators and many laymen that "anyone" can teach elementary school but that high school teaching demands a truly professional worker.

Those of us engaged in education know full well that such is not the case. Unless elementary teachers are recognized as the very foundation of our educational program, and unless appropriate honor as well as pay is given them, we can never approach, much less realize, our dream of a good school opportunity for all.

Is it not possible that this matter might be an excellent point of departure for the new parent education program which Dean McSwain has proposed?

In attacking the problem of getting an adequate supply of qualified elementary teachers, we should give serious consideration to the oversupply of secondary school teachers which we already have in many states, and which will be increasingly greater when the June 1949 crop is graduated.

The tragic waste in the form of disappointment, and hence the feeling of failure, that comes to those who think they are prepared to teach in high school but are unable to find jobs is a strange parallel to the pitiful, inadequate

supply of elementary school teachers.

The urgent necessity for reaffirmation of our national faith in all people and their education was highlighted by James G. Patton, president of the National Farmers Union, with his stimulating discussion entitled "Rural America—Democracy's Seedbed"; by Alonzo G. Grace, director, Educational and Cultural Relations Division, Office of Military Government for Germany, with his presentation, "The Basic Minimum Essentials for Success in Germany's Educational Reconstruction," and by Marvin S. Pittman, with his "Report on the American Educational Mission to Korea."

These speakers furnished food for grave thought as to how well we are succeeding and helping two spots in the blighted areas of the world to see and believe in the dignity and importance of man.

TWO QUESTIONS IN ADULT PROGRAM

R. J. Blakely, chief editorial writer of the *St. Louis Star-Times*, joined Dean McSwain in a plea for a wider and more effective program of adult education. The two major questions, "How can we make our social skills match our technical skills?" and "How can we make our people understand the enduring values of western civilization without making them provincials in a worldwide society?" are provocative of untold thought and effort by all educators.

Any review of the St. Louis convention which omitted recognition of the contribution of the exhibitors would be both ungrateful and ungraceful. As has been the case for many years, the exhibits at St. Louis were rich testimony of a concerted effort by manufacturers and publishers to provide the matériel essential for a good educational program.

It was a good convention.

Personnel . . .

PAUL J. MISNER

Superintendent of Elementary Schools
Glencoe, Ill.

AS USUAL, the general sessions looked to the future and posed problems of great national and international concern. The president of Harvard developed the need for the achievement of a greater measure of educational opportunity. The president of the A.A.S.A. presented a forceful and dramatic appeal for the conservation of our natural and physical resources. The former governor of Georgia suggested some domestic issues that need to be faced if our own democracy is to survive.

Against the background of these significant problems, the discussions dealing with personnel assumed considerable urgency and importance. It is quite obvious that oratory alone, however challenging it may be, will never solve the grave problems with which we are now confronted. The solution of these problems will require a vastly more qualified personnel than has ever been available to the schools of our country.

AS IMPORTANT AS SALARIES

While there was still a great deal of emphasis directed to the need for the continued improvement of salaries, a new and more constructive note was everywhere in evidence. At long last the educators are recognizing that improved salaries alone will not solve the personnel problems of our schools. There was considerable agreement that higher qualifications, increased opportunities for growth on the job, and a heightened appreciation of the rôle of the teacher were as important or more important than salaries.

Recent data presented in the discussions revealed that while the supply of teachers for the secondary schools has improved significantly, the supply of qualified teachers for the elementary schools grows steadily less. It is becoming quite apparent that this condition will continue to exist unless elementary teachers are required to possess the same qualifications and are paid salaries that are equal to those of the secondary school teachers.

The question of salary schedules and

the evaluation of teaching competency received considerable, if not enlightened, attention. Some educators dodge the issue entirely by insisting that teaching cannot be evaluated. Others are content to employ the generally discredited technic of administrative and supervisory rating. It is apparent to me that we have here an issue that will require infinitely more imagination and bold experimentation than have yet been directed to it.

DUAL ROLE FOR "IN-SERVICE"

The improvement and extension of in-service programs of teacher education aroused considerable interest and discussion. There was essential agreement that in-service programs could achieve two major purposes. They provide opportunity for the democratic participation of teachers in planning and appraising the educational program. They also offer the means whereby provision can be made for the personal and professional growth of teaching personnel.

In this matter of teacher education it was refreshing to note that renewed interest is being shown and some hopes are expressed that long overdue improvements in the pre-service education of teachers might be impending.

The need for the extension of educational services both downward and upward was the subject of some discussions. The need for nursery schools and for additional opportunities at the secondary and college levels was quite generally accepted. In addition, much interest was shown in the development of camps and year-round programs of educational services. It was recognized that these extended services will require not only increased numbers of personnel but also a more extensive and specialized type of training than teachers have usually had.

EVERY REASON FOR HOPE

As I attempt to summarize my impressions of the work of the convention as it relates to the problem of



Five delegates from Oklahoma: Dr. Dan Procter, Oklahoma College for Women; Supt. Rex O. Morrison, Ada; Supt. Ellis F. Nantz, Hominy; Supt. Victor James Lockett, Fairfax, and Dr. J. D. Sneed, also of the Oklahoma College for Women.



From Ohio: Supt. William J. Durling, Clearview School, Lorain; Supt. J. H. Wanamaker, Vienna; Supt. W. P. Barker, Canfield, and Supt. T. C. Knapp of Stark County.



President Bert Cholet of the Associated Exhibitors and the scholarship recipient, Rayburn J. Fisher of Anniston, Ala.



John S. Griffith and V. D. Bain, assistant superintendents of schools, Portland, Ore.



Deans Smith of Kansas, Peterson of Iowa.



Herbert Spitzer, University of Iowa, greets Calvin Grieder of Colorado.

personnel, I can make three observations.

First, the hysteria of the immediate postwar years is less evident. It is being recognized that the continued improvement of salaries must be related to higher qualifications and to improved programs of pre-service and in-service education.

Second, the need for achieving greater democracy in the organization and operation of our schools is gen-

erally recognized, and educators are honestly and diligently seeking for ways of working together.

Third, the shell-shocked administrator is not the timid person he used to be. He is boldly saying that good schools will cost money. He is insisting that small classes and better teachers are the birthright of America's children. He is boldly saying that nursery schools, specialized services and extended opportunities can and should be a part of public school education.

There is every reason to be hopeful that school administrators are on the way to becoming a professional rather than an errand-boy group of public officials.

Buildings . . .

E. T. PETERSON

Dean, College of Education
State University of Iowa

SCHOOLHOUSE planning was the dominant theme of the discussion groups at the St. Louis convention. Never has a yearbook of the American Association of School Administrators been more adequately presented to the association or more eagerly received by its membership than the 1949 yearbook, "American School Buildings."

BIGGEST DRAWING CARD

The formal presentation of the book was made at the Monday morning general session by the chairman of the commission, Supt. W. T. White of Dallas, Tex. This vigorous preview was followed by four consecutive discussion group periods. They attracted by far the largest attendance, and a surprising number of persons were present for the entire series.

The timeliness of the topic was attested to by a showing of hands, which revealed that at least 75 per cent of the audience was currently engaged in the planning and construction of building projects. The lively questioning of speakers by both panel and floor reflected a disinclination to be satisfied with generalizations about the planning process and a pressing insistence on getting specific answers to specific questions.

Three of the periods were devoted

to various aspects of relating building planning to the educational program. One period considered new trends in building materials and design. The audiences' questions indicated they would have preferred that this accent be reversed.

There was recurring emphasis in all these presentations on cooperative and shared planning, joint planning, and creative planning. There was insistence on active participation in planning by teachers, administrative and supervisory staff, custodial staff, school board, pupils and parents, patrons and the public, educational consultants, architect and engineer.

This approach in planning takes time and organization but is justified by the achievement of a building which houses effectively and adequately the educational program and activities of both pupils and adults and which provides satisfactory facilities for meeting educational needs.

Creative planning involves the development of an individualized plan to meet the requirements of a basic philosophy of education and a particular curricular pattern. Joint planning involves the entire community and especially the other public agencies, municipal bodies, zoning and planning commissions, park and recreation boards, and health and welfare departments.

Architects should be furnished a bill of particulars telling in detail the activities which go on in each space to be provided—a statement of the conditions to be met. It is then the responsibility of the architect to draw the conclusions and to provide the solutions.

Turning to the specifics of building types, floor plans, materials and service systems, sound advice was given on a wide variety of issues. Time and again the warning was issued that there is no one single universally applicable solution to any problem.

THESE ARE THE TRENDS

Some of the more important trends were identified in the following summary statements: (1) larger and more nearly adequate sites; (2) an informal and friendly design treatment; (3) decentralization in the site; (4) more open and spread-out plans; (5) increase in the number of one-story buildings; (6) bilateral lighting; (7) better daylighting; (8) larger classroom area; (9) self-contained classrooms; (10) provision of activity



Supt. Lee McDonald of Snyder; Supt. Tom Hansen of Hobart, and Supt. C. L. Davis of Walters, all towns in Oklahoma.



From Forest Park, Ill., came two board members, William Kramer and Roy Carstens, and Supt. Welborn S. Dimmett.



President E. E. Oberholtzer, University of Houston; Supts. K. E. Oberholtzer, Denver, and R. K. Williams, Beaumont, Tex.



Irving Pearson, Illinois State Teachers Assn.; Dean J. T. Wahlquist, Utah, and Supt. F. L. Schlagle, Kansas City, Kan.

and work space; (11) adequate classroom storage and shelving; (12) acoustical treatment; (13) interior flexibility through movable equipment; (14) proper attention to brightness ratios; (15) adequate control of both daylight and artificial light; (16) radiant heating, and (17) natural ventilation except in toilets, kitchen, locker rooms, and laboratories.

The 1949 yearbook has a white binding, which may be a tribute to the chairman of the commission as well as a hint to paint all ceilings white, all walls in light colors, all furniture and woodwork in blond or bleached finish, and all chalkboards in light colors. In any event, it is appropriate to baptize it "The White Book."

SUGGESTIONS FROM THE FLOOR

The discussion produced a large number of other practical suggestions, such as expressing net usable area in square feet rather than in cubage in computing costs; using glass block in south clerestory lighting with fenestration to the north; looking at a plan from a child's eye view; preparing public exhibits (maps, photographs, diagrams, models) to obtain

public support and understanding, and urging schools of architecture to provide more specialized professional training in school designing.

It also was pointed out that form follows function; buildings must be provided despite high costs if the need exists, and new devices, materials, fixtures and equipment should not be adopted simply because they are new.

TWO "MUST" BOOKS

The strategy of the Yearbook Commission in arranging these discussions was clearly intended to stimulate everyone present to give the yearbook careful and systematic study. This strategy was successful.

This yearbook is by far the most comprehensive and authoritative treatment of school building planning yet produced. It merits the widest possible distribution and use. It should be read, re-read, discussed and digested by every school executive, school board member, school architect, and participant in planning procedures.

By a fortunate coincidence in timing, the revised edition of "Guide for Planning School Plants," a publication of the National Council on Schoolhouse Construction, has just been published. It can be ordered

from W. D. McClurkin, George Peabody College, Nashville, Tenn. This guide is the result of five years of intensive work by the members of the council, which is made up of professional experts in the school planning field.

These two documents, yearbook and guide, are mandatory reading for all who are engaged in planning school projects. They are not textbooks. They are practical, working manuals of principles and practices, suggestions and recommendations, check lists and selected bibliography, summarized research, evaluated experience, and concentrated wisdom.

WISE USE OF ELEVEN BILLION

Their availability at this time is providential. The minimum cost estimate of the nation's immediate school building needs is \$11,000,000,000. We cannot afford to waste a dollar of this amount through ignorance, inexperience or blundering. The lives of millions of youngsters can be stupidly blighted or immeasurably enriched by failure or success in planning. Our investment in school plant will yield handsome dividends if our planning is informal, sagacious, enlightened and imaginative.

Finance . . .

HAROLD H. CHURCH

Superintendent of Schools
Elkhart, Ind.

SALARIES, taxes and federal aid came in for their full share of the spotlight, both in the organized morning and afternoon conferences and in informal huddles in the lobbies. Although there were discouraging notes, the general overtone was one of hope and an optimistic belief that somehow or other John Q. Public would support the schools on all three fronts.

Spearheading the discussion on federal aid was a veteran committee member, Supt. Horace M. Ivy of Meridian, Miss. He summarized his many remarks by saying, "Unless we stub our toes, we will have federal aid for education by July next through the enactment of Senate Bill 246.

Supt. Ivy said that for the first time in his memory both the minority and majority parties in the House of Representatives favored federal aid and that in the Senate seventy votes are pledged for its support.

In his opinion the chief sources of opposition to federal aid are and have been inertia and the mind set, and the opposition of private and parochial school interests and of the Scottish Rite Masons, Southern Jurisdiction.

ENCOURAGED ON FEDERAL AID

A report on the attitude of the twenty-five members of the Senate committee on labor and public welfare indicated that sixteen members favor federal aid for *public* schools only, five favor federal aid if it includes *parochial* aid, and four are definitely opposed to any federal aid.

W. E. Givens, executive secretary, N.E.A., was optimistic about the outcome but cautioned educators not to take too much for granted.

Answering the question, "Why is it necessary to tap federal funds for aid to education?" Supt. Welborn S. Dimmett, Forest Park, Ill., pointed out that approximately 40 per cent of the public wealth cannot be reached by local or state sources and can be reached only by the federal government.

Eugene Lawler, professor of education, Northwestern University, referring to Section 6 of Senate Bill 246, maintained that under this clause no public funds, state or federal, could be used *legally* for sectarian schools.

(Seventeen states now are spending money illegally for nonpublic education, according to N.E.A. reports.)

Dr. Lawler referred to the phrase which stipulated that funds appropriated under S. 246 can be used only "for any current expenditure for elementary or secondary school purposes for which educational revenues derived from state or local sources may *legally and constitutionally* be expended in such state."

Many of those attending the sectional conferences believed that there will be no decrease in teachers' salaries

during the coming year. Others were of the opinion that there will be a slight uptrend.

Supt. Ralph Becker, Evansville, Ind., stated that the principle of regulating teachers' salaries through the adoption of salary schedules is one that is now generally accepted by boards of education, administrators, teachers and the lay public. It is no longer a question of whether or not to adopt the salary schedule. The question is what kind of a schedule will meet the needs of the individual school system.

He further stated that the purpose of the salary schedule is an attempt to evaluate intangibles in tangible terms, but admitted that it is difficult to apply the salary schedule with fairness to all members of the staff.

TO FIX SALARY SCHEDULES

What principles should control the salary schedule? This question was answered by Supt. P. L. Ewing, Rockford, Ill. He listed six factors:

1. *Salary Classification.* This should be determined by those facts which have a direct bearing on the teacher's professional competency, namely, training and experience.

2. *Basic Wage.* It should be sufficient to enable teachers to live respectably in the community, to meet their obligations as members of society, and to provide for continual improvement.

3. *Wage Increments.* A study of more than two hundred schedules showed that the majority had uniform increments. About one-sixth made the first and last increment larger, and one-sixth made only the last one larger. The medium number of increments was twelve. The sizes of increments varied according to the districts' financial resources.

4. *Maximum Wage.* This should be high enough to attract promising candidates to the community and should be a vital factor in promoting in-service improvements and retention. A study of trends shows that many schools have reached or are near a ratio that places the maximum salary at twice that of the beginning scale.

5. *Job Classification.* This is applied more generally in the area of productive labor. In education it can be effectively used, especially for teachers who are assigned to extracurricular activities because of their special abilities. Education does not recognize this principle of job classification nearly as much as industry.



Supt. E. W. James of Richton, Miss., and A. P. Smith Jr., transportation head, Mississippi State Department.



Supt. C. W. Martin of Cicero, Ill., and Supt. Frank P. Platt of Peru, Ill.



Michigan supts.: John K. Cosgrove of Everett and E. L. Murdock of Okemos.



F. L. Biester of Glen Ellyn, Ill., and Supt. J. L. Prince of Sapulpa, Okla.

6. *Flexibility.* This is necessary to permit school boards to meet emergencies that will arise with respect to financial support and personnel problems.

Taxes and death may be sure, but the amounts to be raised for education and the sources to be taxed are not so sure. The group discussing the question of adapting the tax structure to the needs of education appeared to agree that some pattern involving federal, state and local support in an amount that will guarantee a minimum education for every boy and girl in the United States is a goal that must be attained at the earliest possible moment.

FEDERAL SHARE RISES

The urgent need for obtaining immediate funds for buildings and teachers was stressed by Supt. H. L. Foster, Longview, Tex. In opening the discussion on the tax structure, he called attention to the phenomenal birth rate of 7,500,000 babies during the calendar years 1947 and 1948; these children will soon be crowding the schools.

Presenting the subject of taxes and education, Supt. R. L. Williams, Beaumont, Tex., stated that a study of the average local, state and federal support for public schools in the United States for 1948 revealed that 66.87 per cent was from local sources, 31.31 per cent from state sources, and 1.82 per cent from federal sources.

He also pointed out the increase in the federal government's share of the tax dollar and the decrease in the state and local governments' shares. Seventeen years ago, in 1932, the *federal share* of the tax dollar was 32.6 cents, the state's share 20 cents, and the local share 47.4 cents. Seven years ago, in 1942, the *federal share* was 45.1 cents,

the state's share 24.8 cents, and the local share 30.1 cents.

In 1947, the *federal share* grew to 74.2 cents, the state's share diminished to 14.6 cents, and the local share was only 11.2 cents.

Stating that 28,000 new teachers will be needed for each of the next ten years, exclusive of replacements, Supt. Williams raised the question, "How can we get people to enter the teaching profession when wages of many of the craftsmen working on a forty-hour week are considerably greater than salaries now being paid teachers?"

He indicated that we are spending only 1½ per cent of our income in the United States for education, whereas in previous years, when our income was less, we spent 3 per cent. It was his opinion that there is little chance for an extended school term, or for the extension of the upper and lower limits of the public school program in face of these conditions.

DESIRABLE TAX STRUCTURE

Supt. Joe P. Moore, Fort Worth, Tex., was asked to suggest a desirable tax structure to meet the needs of education. In his opinion, it is necessary to provide sufficient funds to guarantee a minimum number of years of education for every boy and girl in the United States. To obtain these funds he recommended that, first of all, the local community exert tax effort to provide as much money as it can afford for this basic training.

If sufficient funds are not available locally, the state should assume the responsibility, insofar as its wealth permits, of providing the difference. If sufficient funds are not available from the community and the state, then it becomes the obligation of the federal government to supply the difference.

Supt. Moore stressed the fact that this minimum foundation program should not be based upon any fixed amount of money but should be determined by the actual cost of education up to a guaranteed minimum number of years of schooling.

TALKING UP TO BUSINESSMEN

The feeling prevailed among the discussion group that schoolmen need to speak more forthrightly to business and industry concerning the relationship between educational levels and economic wealth. They were urged to follow through on the thesis so well stated and proved by the United States Chamber of Commerce, that education is an investment in the future. If economic wealth is greatest where the educational levels are highest, schoolmen need not hesitate to ask for increasing amounts of money to guarantee an efficient and desirable public school program.

One member of the group presented this idea effectively when he requested every member of the discussion group to ask himself such questions as these: "Who will provide the 7,500,000 shoes and articles of clothing which the present group of babies is going to need during the next fifteen years? Who will provide the transportation and the recreational facilities for these babies of 1947 and 1948? Who will build the houses? And, lastly, who will inherit the economic wealth of these boys and girls when they begin making a living for themselves about 1975?"

If we accept the general thesis, and believe it, that education is an investment in the future, we need not hesitate to spend our money just as freely for education as we would spend it for a guaranteed investment in our future.



G. A. McElroy of Palatine and Richard Warfield of Wauconda, high school principals; Supts. T. R. Birkhead of Antioch and H. L. Wesmir, Lake Zurich, all Illinois schoolmen.



Supt. W. E. McAllister of Centralia, Ill. (second from the left) is accompanied by three active Centralia board members: E. W. Kavanaugh, H. D. Stedelin and C. W. Reed.

Instruction . . .

GILBERT S. WILLEY

Superintendent of Schools
Lincoln, Neb.

INSTRUCTION and instructional research are about as broad as education, and virtually everything at the conference had some relationship to the improvement of instruction.

One emphasis was upon education for peace. This was well emphasized by Ellis Arnall, former governor of Georgia, Sunday evening. He made a strong appeal for world understanding.

Connected also with his emphasis on peace is the idea that we should understand our different cultural groups at home, as well as among the nations of the world.

That same emphasis on peace was undergirded by some sectional groups that discussed such things as education for the air age. The theme of those discussions was that we live in one world.

Another thing which impressed me at the conference was the stress on education for democracy.

Allison Davis, professor of education at the University of Chicago, in his talk on the conservation of human resources, maintained that the tests which have been used generally throughout the schools have not measured native intelligence, nor have they tested academic achievement commensurate with the ability of the child to achieve. Some of his pertinent statements were:

"Tests presume a static school situation."

"Stereotyped intelligence tests conform to the cultures of the higher economic groups."

"A nation begins to die at the brain, not at the bayonet."

"A democracy is a place where ability is discovered and recruited from all groups."

CHAMPIONS THE SUBMERGED 60%

Davis was pointing out the failure of public education to get at the native intelligence of people, especially minority groups. He deplored the fact that thousands of teachers are teaching in situations where they are bored and not challenged because of the supposition that they are teaching slow and retarded children, when in

reality these children have abilities which we have not recognized or discovered. He stated that the public schools are failing to develop fully the mental ability of the 60 per cent of children who are in the lower economic brackets.

Democracy must work in all areas of school administration or school life, utilizing all persons concerned in the solution of problems. We should think of education as being community-wide rather than intramural.

In local communities there should be planning for education in terms of a total faculty participating in all things affecting them.

A third general emphasis called for changes in the curriculum. Willard E. Goslin, A.A.S.A. president, made a strong plea for an education which would enlighten our citizenry concerning the perils of the depletion of our natural resources.

Supt. Goslin would have us directly educate for the conservation and the preservation of our natural resources. Wind erosion and water erosion, resulting from deforestation of lands that never should have been cleared, are a serious indictment of our planlessness in the conservation of natural resources.

WHY PUPILS DROP OUT

Harold C. Hand, professor of education at the University of Illinois, gave a description of research studies which point clearly to the fact that the secondary schools are not providing opportunities for young people to study problems really vital to them.

Dr. Hand's study of drop-outs in a school gives a clue to the weakness of the high school offering. He found that four-fifths of the pupils who dropped out would have been at the bottom of their classes. The curriculum was based upon materials which did not appeal to or affect them. By our own instructional practices we are creating drop-outs. When schools do

these things they are just educating for delinquency.

Seventy-two per cent of the drop-outs, Dr. Hand found, come from the lower income groups. This is a challenge to those who build a secondary school curriculum to study what the schools can do to increase their holding power.

A list prepared for the Illinois secondary school curriculum program included the following basic needs of high school youth: (1) earning a living; (2) developing an effective personality; (3) living healthfully and safely; (4) managing personal finances wisely; (5) spending leisure time wholesomely and enjoyably; (6) taking an effective part in civic affairs; (7) preparing for marriage, home making, and parenthood; (8) making effective use of educational opportunities.

COLLEGE DOMINATION CONTINUES

The A.A.S.A. and the Educational Policies Commission were challenged to come out with a clear commitment toward educating youth along these lines, instead of permitting our high schools to be dominated by a traditional college preparatory pattern.

With statements clearly defined, representatives from these organizations could meet with college authorities and seek general acceptance of the principle that high schools should be free to provide curriculums designed for the youth of the community. We have no evidence to substantiate the belief that a student's high school pattern has any relationship to college success.

Convention goers were given ample evidence that an understanding of the nature of the growth and development of children is basic to educational programs. When superintendents learn and heed the results of research in this field, the approach to education throughout the entire school system will be revolutionized.

For example, progress in our schools has been retarded because of grade stratification and rigid courses of study; they are impediments to educating with nature. We are learning now we should work with the nature of the child.

The best way for a superintendent to promote an instructional program geared to the nature and needs of childhood and youth, as research has made the facts available, is through in-service education.



Harold A. Allan (with Mrs. Allan). He was given an honorary life membership.

One important trend in in-service education which seems to be sweeping the country is the cooperative effort of public schools and colleges for the improvement of instruction within school systems. It is now recognized that the education of teachers begins when an individual looks toward teaching, perhaps as a pupil in the elementary or secondary school, and that the education of a teacher continues until he retires.

The idea that a teacher completes his professional preparation in a teachers college or school of education during a brief span of his life no longer holds. College education is only a beginning. Teachers should look forward to a lifetime of continuous preparation and professional growth.

A school administrator must have faith in group action. He should give credit where credit is due, should clear the way for action resulting from group decisions, and should know where and when to delegate responsibility.

FAITH IN GROUP ACTION

In-service programs, as envisioned at the conference, should be centered around the problems of teachers. Ways must be found really to get down to the roots of teachers' problems. Organizations must be established within school systems which will permit that information to come to the surface. School administrators must find ways of encouraging teachers to participate effectively in the affairs of the school system.

Obstacles that discourage teacher growth and initiative, such as unfavorable emotional climate in a school system, teacher rating, grade stratification and courses of study, must be removed.

In a full participating general program, the principal emerges as the leader in instructional improvement because the building is the unit for instruction. School administrators must provide the opportunity for the principal to exert this creative leadership.

In evaluating teacher services, we cannot have a national pattern. We have overdone this idea of teacher rating. Rating scales were used more or less universally, and they have militated against teacher initiative and teacher leadership. They have resulted largely in lowered morale. A school system should determine cooperatively how evaluations will be given.



Above: George E. Peterson of Yale, Mich., and Vaughn L. Clark of Carsonville, Mich. Above, right: Russell M. Bell, supervisor, and G. O. DeAtley, elementary superintendent, Wood River, Ill. Right: Millard Bell of Wilmette, Ill., and State Supt. Vernon L. Nickell of Illinois.



Released time for religious instruction was vigorously debated. Some people think we have God in the public schools of America, perhaps as much as in many churches, so far as the practice of the true values of religion is evident. Ernest O. Melby, dean of the New York University School of Education, said: "We need now an educational program which has moral and ethical behavior as its goal rather than knowledge and skill in subjects. We have rich resources for the accomplishment of our task. There is the whole democratic heritage with its emphasis in faith in all men, its stress on the worth and dignity of individual human beings, and its devotion to the rights of men. . . .

"We have art, music, literature, the great outdoors. We have hardly begun to exploit these areas for education in democratic values. Most important of all are the human relations of school and community. In this area we can make human brotherhood a living reality.

"RELEASED TIME" NOT THE ANSWER

"If only we sense the challenge of the present crisis we can make our democracy a living reality for our children and our people. But we cannot do it by an hour or two a week for religious training. We can do it only when we use every minute of every day in every school to teach every child by living experience what freedom means in creative living, in opportunity for service, and in responsibility for building brotherhood."

Much emphasis was placed on pre-school and parent education. Our

youngsters in the preschool years, from 2 to 5 years of age, need social development and organized group activity. If we can make parents aware of the basic needs of their children before the latter enter school, we shall find children coming into school much better prepared for the program.

The Springfield, Mo., public school survey, conducted by several staff members of the college of education at the University of Illinois, represents a unique type of research aimed directly at the improvement of schools within a given community. Springfield invited the university to make an objective study of schools in the community, and let the chips fall where they may.

IN THE IDEAL SCHOOL

The report of the survey is available in mimeographed form. It sets forth clearly the public relations approach to the problem. The research associates obtained opinions of parents and other citizens, and also of the staff members of the schools. Before they did that, they set up the earmarks of a good school system, what they called the "million dollar ideas" that have emerged in the last fifty years as to what a school system should be like.

In this ideal school, (1) routine drill gives way to tools of learning acquired for a purpose; (2) democracy is practiced in the school; (3) the school's curriculum is related to real life problems; (4) individual differences are realistically recognized, and (5) child growth is understood as a total process.

What is likely to happen to the

TEACHER-PUPIL RATIO?

LLOYD H. ELLIOTT

Assistant Professor of Secondary Education
Cornell University

FACED with an expanding school enrollment and an already existent shortage of teachers, some persons about the country are concerned about what may happen to teacher-pupil ratio. It would certainly appear there is danger that teacher-load as measured by such ratio might become unbearable in the years immediately ahead in the public elementary and secondary schools of this country. This study is an attempt to inventory what has happened in recent years and to ascertain what the trend may be for the immediate future.

In the school year, 1932-33, which is generally regarded as the depth of the depression, there existed the heaviest teacher-pupil load of recent years. For the public schools of the United States, elementary and secondary, the number enrolled per teacher reached 35.¹ In 1939-40 this figure had been reduced to 32 per teacher. For all city schools combined in 1943-44 the number was further reduced to 31 pupils.²

The U.S. Office of Education attributes this reduction to the fairly heavy decrease in enrollments.³ The reduction in the number of teachers, although noticeable, did not parallel the still heavier drop in enrollment. A reduction of 1,000,000 in the number of children in average daily attendance between 1939-40 and 1943-44 was accompanied by a reduction of only 8000 in the teaching force.

The trend of teacher-pupil ratio, then, between the depths of the depression and the middle of World War II, was markedly downward. This may be

Table 1—Participating Experts

GROUP	SENT TO	RESPONSES
College Professors.....	34	25
Directors of Research		
State Departments.....	38	21
City Schools.....	56	26
Private Agencies.....	3	0
Total.....	131	72

Table 2—Estimates of Teacher-Pupil Ratio, 1948-1960¹

YEAR	ALL PUPILS	ELEM.	SEC.
1948 ²	30.9 ³	32.2	29.2
1949	30.9	32.2	29.2
1950	30.9	32.2	29.2
1951	30.9	32.1	29.2
1952	30.8	32.1	29.2
1953	30.7	32.0	29.1
1954	30.7	31.9	29.1
1955	30.6	31.8	29.0
1956	30.5	31.6	28.9
1957	30.4	31.4	28.8
1958	30.2	31.1	28.7
1959	30.1	30.8	28.6
1960	30.0	30.6	28.5

¹Straight line interpolations are made between 1950 and 1955 and between 1955 and 1960.

²Estimates for 1950 are used for 1948 and 1949.

³Median estimates are used throughout for basic interpolation.

attributed to the general recognition by the public that better teaching will result if the teacher's load is lightened. Will this trend continue in light of present factors?

In an attempt to answer this question, in a questionnaire sent to 131 educators throughout the country I included a section on teacher-pupil ratio.⁴ Seventy-two respondents made estimates of future trends. Given the information about what occurred between 1932-33 and 1943-44, the participants

⁴Elliott, Lloyd H.: Effects of Birth Rate on Public School Enrollment and the Need for Teachers, 1948-1960, University of Colorado, Boulder, 1948. (Unpublished doctor's dissertation.)

were asked to estimate what teacher-pupil ratio may be expected to be in 1950, 1955 and 1960. It should be added that these experts were provided also with the latest live-birth figures, which revealed the conspicuous increases to be expected in school enrollment.

In an effort to locate those persons who might be expected to make the most valid estimates, I combed the literature to find those who had written on problems of school enrollment and teacher supply in the past. Since educational research workers at state and local levels are currently facing this problem, they, too, were included.

Responses were received from 72 of the 131 requested to participate, or approximately 55 per cent. Many of those who failed to record estimates simply said that they did not consider themselves sufficiently up to date. The distribution of the participants may be seen from table 1. Results of the tabulated returns are shown in table 2.

When all levels of public education are considered together, the experts foresee a drop in teacher-pupil ratio of 0.9 pupil per teacher between 1948 and 1960, as shown in table 2. For the elementary group the expected decline is from 32.2 to 30.6 pupils, while in secondary schools the expectation is that the ratio will drop from 29.2 to 28.5 students.

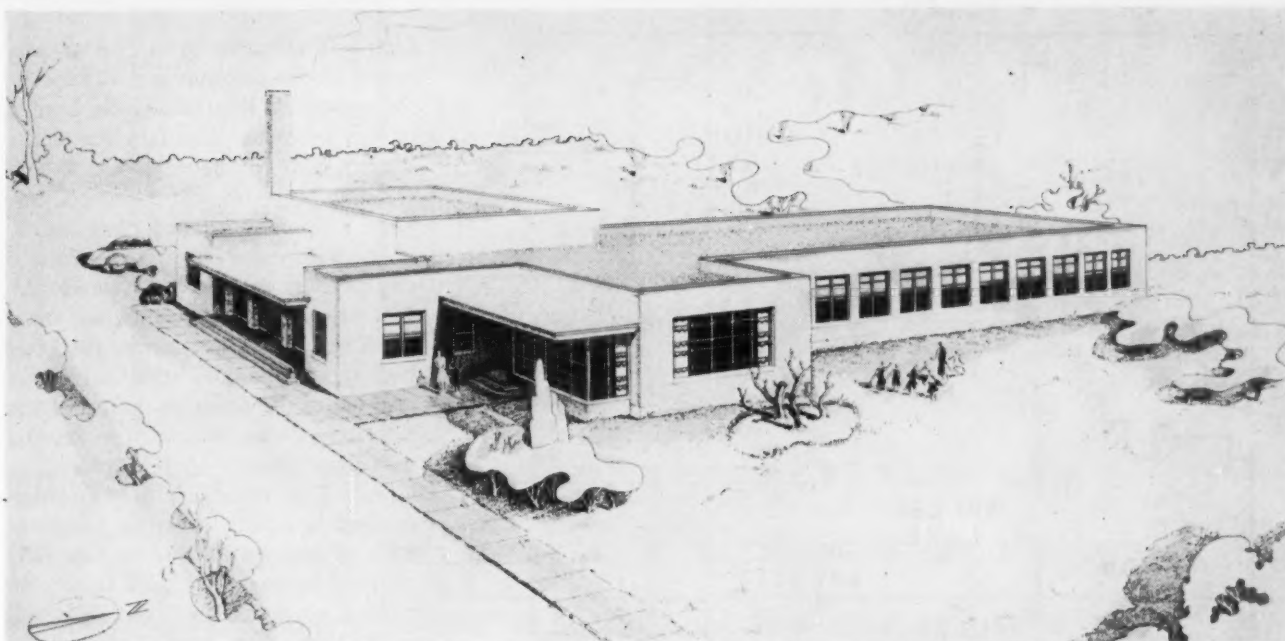
It may appear at first sight that the reductions anticipated are noticeably small and insignificant. It is noteworthy, however, that these experts foresee *any* decrease. The fact that a drop of any magnitude is expected in teacher-pupil ratio is significant. With the schools caught between the teacher shortage and an expanding enrollment, it would be easy to believe that teacher-load, as measured by ratio, might jump to unprecedented levels. Fortunately, such a pessimistic outlook is not that recorded by these experts.

The trend of teacher-pupil ratio, judging from the responses received in this study, may be expected to continue downward. This would seem to be evidence that the desire on the part of the public to provide better teaching will be able to more than offset the pressures that will be faced by the schools in the years immediately ahead. To maintain the present trend in the face of such pressures will be a primary job of teachers organizations. Significant here is the belief by experts that the trend not only *can* be maintained but *will* be maintained.

¹Gaumnitz, Walter H.: More Pupils—Less Money, *School Life* 18:141-42 (April) 1933.

²U.S. Office of Education, *Statistics of City School Systems, 1943-44*, p. 4.

³Loc. cit.



COMMERCE SCHOOL, WALLED LAKE, MICH.

CONSOLIDATED SCHOOL

has six elementary classrooms, multipurpose room and kindergarten

WALLED LAKE is a farming community 30 miles northwest of Detroit in an attractive lake region. It is a community with growing pains because shop workers and others are moving out of the industrial centers in which they work.

For fifteen years there has been a stream of families moving to this area. School building needs have become acute, and lagging increases in asset valuations have made any extensive building at one time impossible. Neither has it been possible to estimate when this growth would level off. Even if the money had been available, it would have been difficult to project the needs for more than a short period with any degree of accuracy. The enrollment has increased ten times since 1922 and more than six times in the last twelve years.

This tremendous influx of people into an area in such a short period has created what has been termed an "institutional desert." The school has been the only oasis in this desert and has had to assume new community responsibilities as well as to deal with the added problem of unprecedented enrollments.

CLIFFORD H. SMART

Superintendent of Schools
Walled Lake, Mich.

Fortunately, because of good educational leadership in the county and the district, the village of Walled Lake and the surrounding area reorganized in 1922 to form a rural agricultural district. To provide a more comprehensive program and to attract an abler staff, as well as to reduce maintenance and administrative costs, the major activities were centered at this time in a building in the village of Walled Lake.

The original building built in 1922 served this stable rural area well for some thirteen years until about 1935. Then came the sociological shift that sent families from the industrial centers to the fringe area to find cheaper places in which to live.

This influx has produced many problems, a few of which are listed below:

1. Educational facilities are overcrowded.
2. Increased land valuation makes it unprofitable to use the land for farm purposes.
3. The need for recreational areas

E. B. HOLDEN

Educational Consultant
Lansing, Mich.

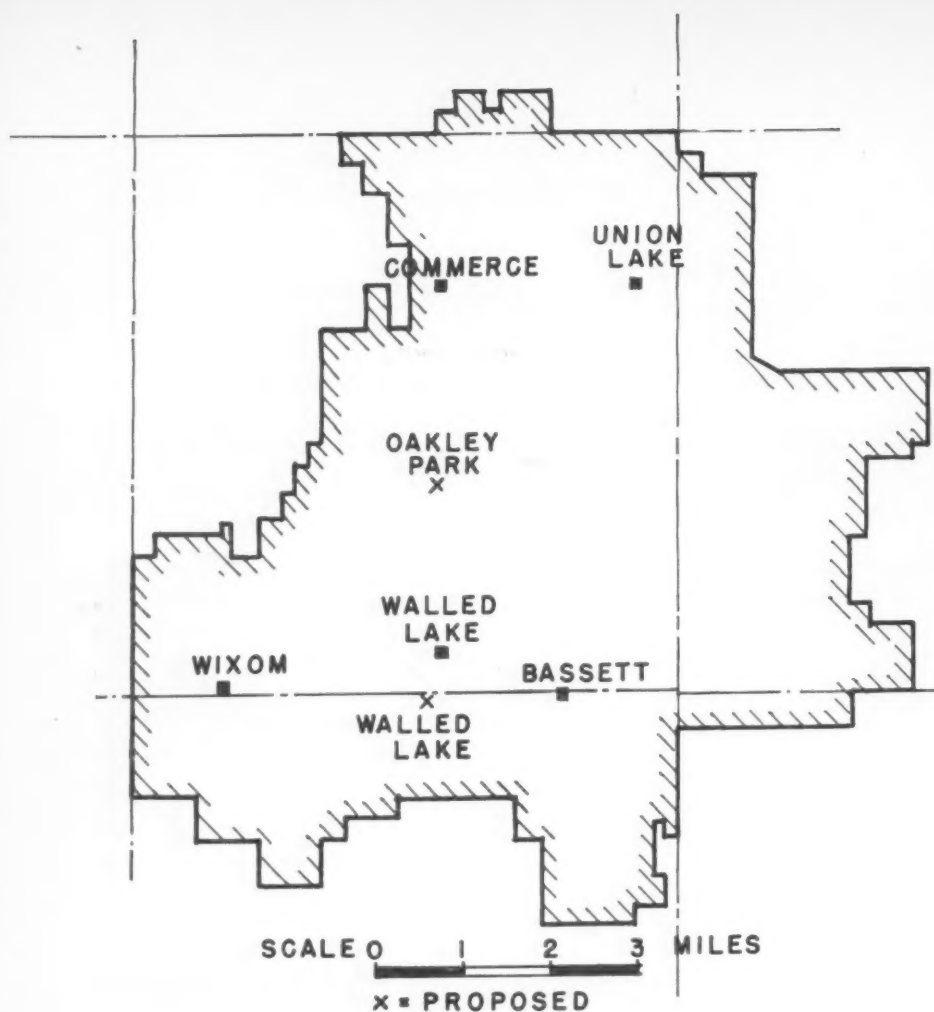
near the large cities has removed much land from tax rolls.

4. The population is unstable.
5. The many youthful families have many children and small means.
6. The established city and rural institutions are not available or are not satisfactory to these people.
7. There is a lack of stable groupings or common interests among new residents.
8. There is a lack of local leadership.

BACK TO DECENTRALIZATION

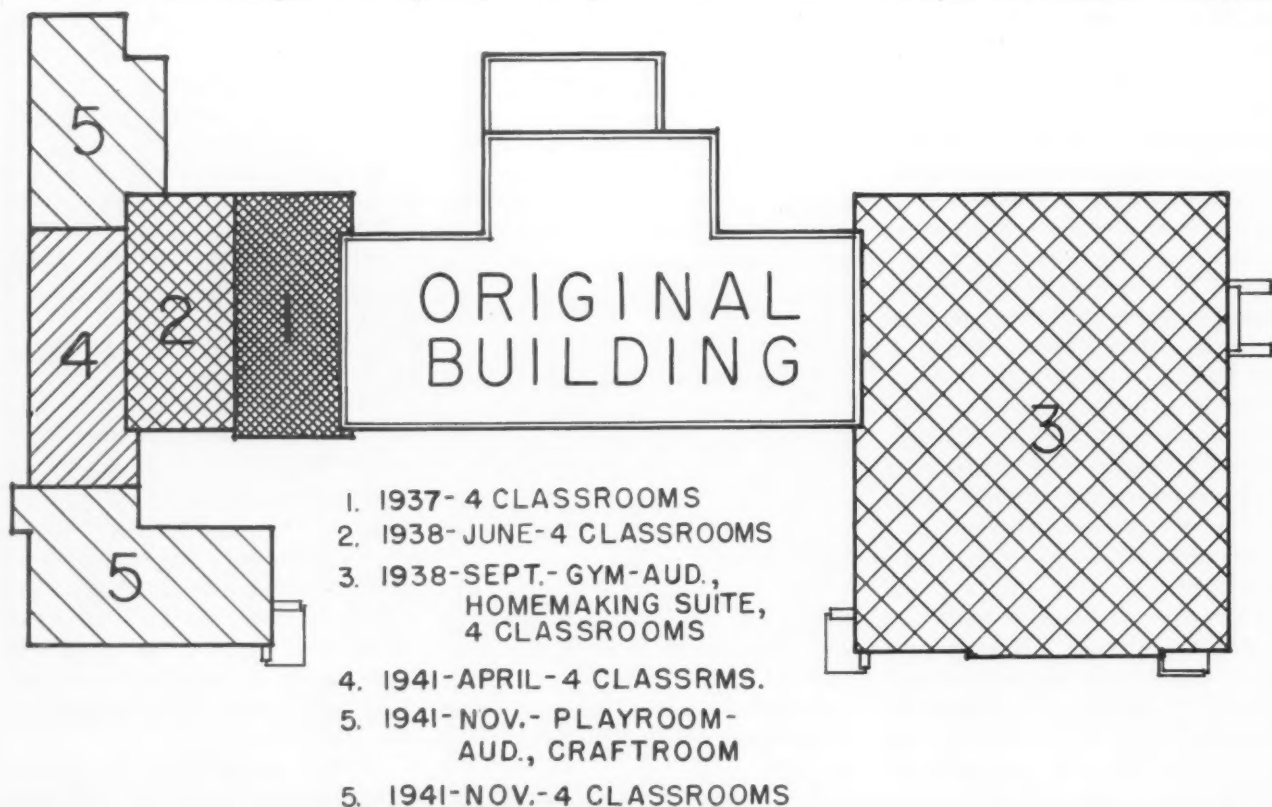
The Walled Lake district is an interesting illustration of a complete cycle from decentralization (moving out from the city) for more adequate living to centralization of social and educational activities for greater efficiency and then, as the population grew, again decentralization to provide more easily and effectively for the same needs.

At first, consolidation brought together enough people and sufficiently



WALLED LAKE CONSOLIDATED SCHOOL WALLED LAKE, MICH.

District plot plan (above) shows location of Commerce School in relation to others. Plan of original school (below) and its growth to serve area.



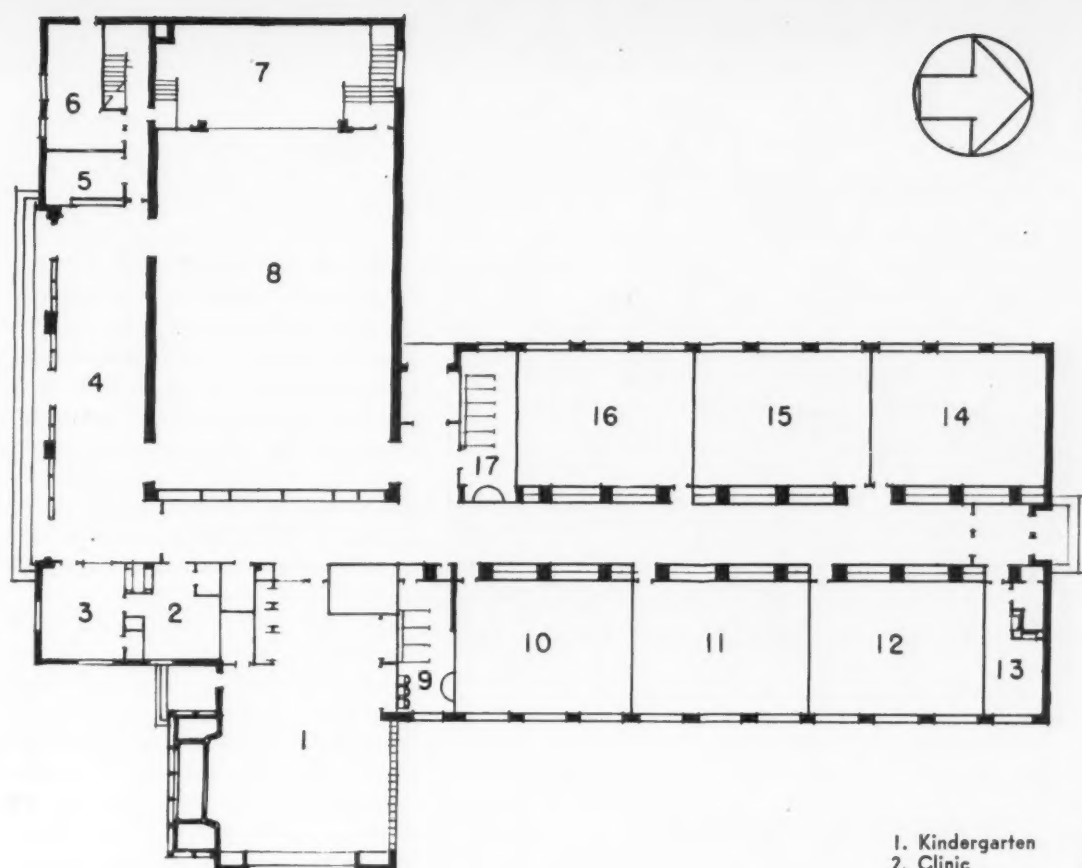
high land valuation to support an adequate school program for all, and at the same time it equalized the burden of this program. The families of the district had common interests and common problems, and the school provided a common meeting place for all.

But with the rapid influx of former city dwellers, new problems developed. Not only did the schools become overcrowded, but other institutions that had served before were no longer adapted to the needs or desires of the newcomers, who had no close ties and moved on shortly to be replaced by others. This instability of population resulted in equally unstable groupings with no common interests and virtually no local leadership. Under these conditions, no new social agencies developed, hence the term "institutional desert."

AREA SCHOOLS

As various areas grew in density, it became obvious that there were children enough in outlying neighborhoods to make feasible elementary units large enough to be maintained economically and to offer a comprehensive program.

There were two great advantages to this program: First, the reduction of the length of the bus trip for young children and the elimination of the need for transportation for some; second, the establishment of neighbor-



FLOOR PLAN
SCALE : 1/32" = 1'-0"

- | | |
|-----------------|--------------------|
| 1. Kindergarten | 9. Boys' Toilet |
| 2. Clinic | 10. First Grade |
| 3. Office | 11. Third Grade |
| 4. Foyer | 12. Fifth Grade |
| 5. Storage | 13. Teachers' Room |
| 6. Kitchen | 14. Sixth Grade |
| 7. Stage | 15. Fourth Grade |
| 8. Playroom | 16. Second Grade |
| | 17. Girls' Toilet |

hood centers to bring adults as well as children in to common activities. Many parents are reluctant to attend large central gatherings but will take part in activities in a smaller area.

The district plot plan shows the already established six-room Union Lake School with its addition and contemplated second addition.

The plan also indicates the new six-room Commerce School, which is now completed, as well as the smaller Wixom and Bassett schools. Two more elementary units are planned for the future, one at Oakley Park, with six rooms and kindergarten, and one at Walled Lake, which eventually will permit the present building to be used exclusively for junior and senior high school students. When this last unit is completed, the Bassett School will be abandoned.

SCHOOL FACILITIES

The classrooms in the Central School and Union Lake School additions and those in the Commerce School make provision for an activity program with adequate work areas, storage facilities,

built-in cases and bulletin boards, and, in some instances, separate workrooms. There are special rooms in the high school for homemaking, industrial arts, music, fine arts, physical education, science, commerce and agriculture classes. The cafeteria and the gymnasium-auditorium can be used by community and neighbor groups without the entire building's being opened.

FOR COMMUNITY USE

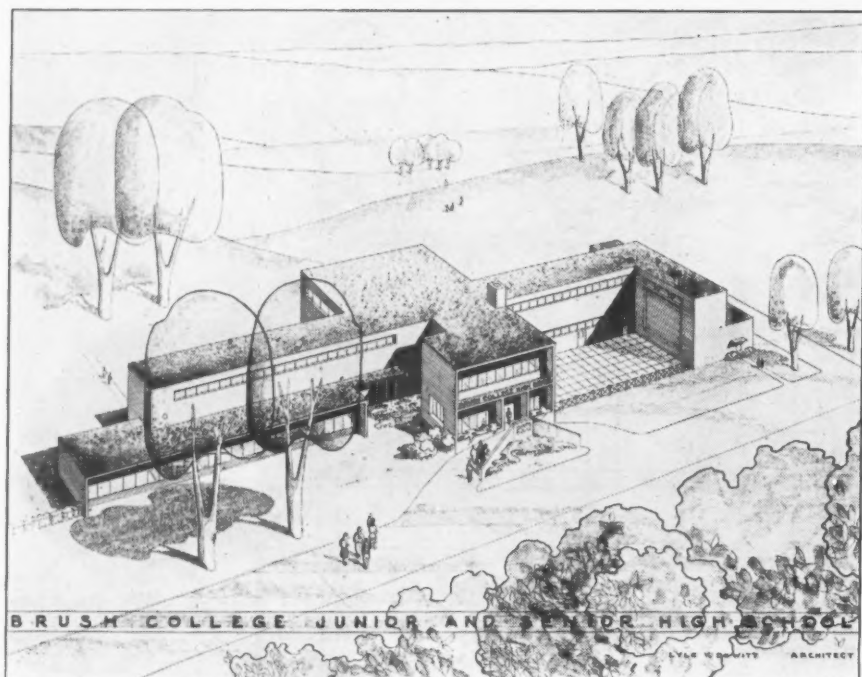
The accompanying plan of the Commerce School shows the complete building with the multipurpose playroom-auditorium, kindergarten and offices. The multipurpose room with its kitchen facilities will also serve as a community room and hot lunch cafeteria. The classroom section is now completed. The rest of the school will be built as part of the next construction program.

The construction is of cinder block with brick veneer exterior. The corridor and lavatory floors are of terrazzo, while the rooms are of asphalt tile in light colors. The woodwork in the trim and cases is light oak. The ceilings are

treated with acoustical tile, and the cinder block walls are painted attractively in pastel tints.

The building will be a true community center in which the P.T.A., the scout troops, and the Farm Bureau, as well as many other local groups, may meet. Even though the area buildings serve only the elementary children, those of high school age may have their club activities here. No activities except athletic contests and class plays are scheduled at the high school after the school day, as the majority must leave when the buses do.

As the Walled Lake area comes of age, organizations such as Rotary, the Lakes Association, and church groups are beginning to appear. The V.F.W. and the Multi-Lakes Sportsman's Club are building their own meeting places, which will reduce somewhat the tremendous load the school has been carrying. However, the school has, of necessity, assumed the leadership in community activities and, because of its philosophy and trained personnel, seems destined to continue it for years to come.



FROM THE ADMINISTRATOR

THE new Lakeview Junior-Senior High School is a 500 student building located in an industrial suburban area east of Decatur. It is a two-story building with no basement, except for the boiler room.

The ground floor rooms will house Grades 10 to 12; the second floor, Grades 7 to 9. Shop, science, art, music and homemaking rooms will be used in common.

The site consists of a 26 acre tract adjoining a 10 acre city park; the entire area will be developed as a community recreational area in conjunction with the Decatur park district.

Before the site was purchased we were an elementary school district known as the Brush College District No. 60 with an enrollment of 650 pupils. This district employed a superintendent, two principals and seventeen teachers. Our high school students attended the schools at Decatur, Argenta and Mount Zion.

In 1948 two adjacent school districts were added, and the three districts are now known as Lakeview Community Unit District No. 4. The

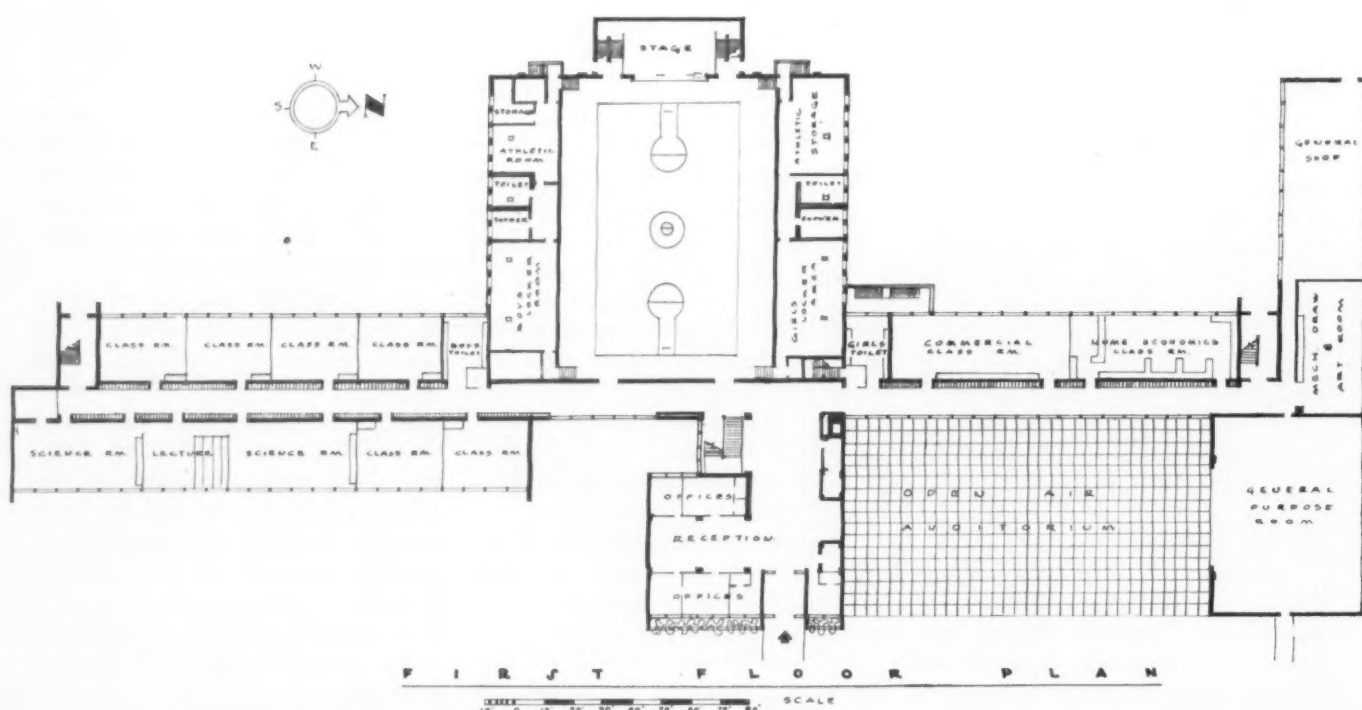
SENIOR-JUNIOR HIGH

low in cost, high in educational advantages

H. B. GREEN
Superintendent
Lakeview Schools

B. B. BURGESS
Secretary
Lakeview Schools

LYLE V. DeWITT
Architect
Decatur, Ill.



pupil population consists of 974 elementary pupils and 250 high school students. Next fall the new building will become the central school office of the district. Offices for superintendent and high school principal are located here. Two teachers' lounges will accommodate some twenty faculty members.

Since 1942 the building needs of the community have been discussed at parent-teacher meetings in our schools. Through these meetings and through bulletins from the superintendent's office, the parents were well acquainted with our overcrowded and inadequate facilities. For this reason the bond elections have carried by good margins.

FROM THE BOARD

Preliminary planning advice was sought from state and county officials and others, and a survey of present buildings and population trends was suggested. Thomas M. Higgins of Chicago directed this survey; he recommended immediate erection of a 500 student high school building and the building of new elementary schools when the money becomes available.

The next step was selecting an architect. Several had recommended the choice of a well known school architect, but the board felt that a local man, one who had to live next door to the building, would be preferable to one 500 or 100 miles dis-

tant. It wanted a man who was not afraid to deviate from the traditional type of school building, who would endeavor to plan a building to fit the budget, and who would work with the board and guide it in its decisions but not be dictatorial. After interviewing many persons once and some twice, our architect was selected, and Mr. Higgins was retained as consulting architect.

The plans were completely redrawn three times, and new types of cost saving construction were introduced, yet not a room was sacrificed.

The board feels that, along with policy making, its function is to finance to the best of its ability an excellent educational program and adequate buildings. It believes in functional building, without frills, well ventilated, well lighted, well decorated, and cheerful. Marbled walls, beautiful inlays, and rare wood paneling can be shown with pride to visitors, but they offer not a single educational advantage to the youngsters. Whether it is for teaching or for building, a tax dollar is justly and wisely spent only if it buys 100 cents' worth of educational opportunities.

FROM THE ARCHITECT

The high school building, shown here, is simple in appearance with proportion and structural members expressing the design. Exterior wall surfaces are of red face brick, with interior surfaces of buff brick.

The building is supported by a steel skeleton framework with bar joists welded to the supporting members. All spandrel sections above the windows are surfaced with an aluminum prefabricated panel, thus eliminating heavy structural masonry supports. Parapet walls have been eliminated, and all drainage on the main building is provided by interior downspouts.

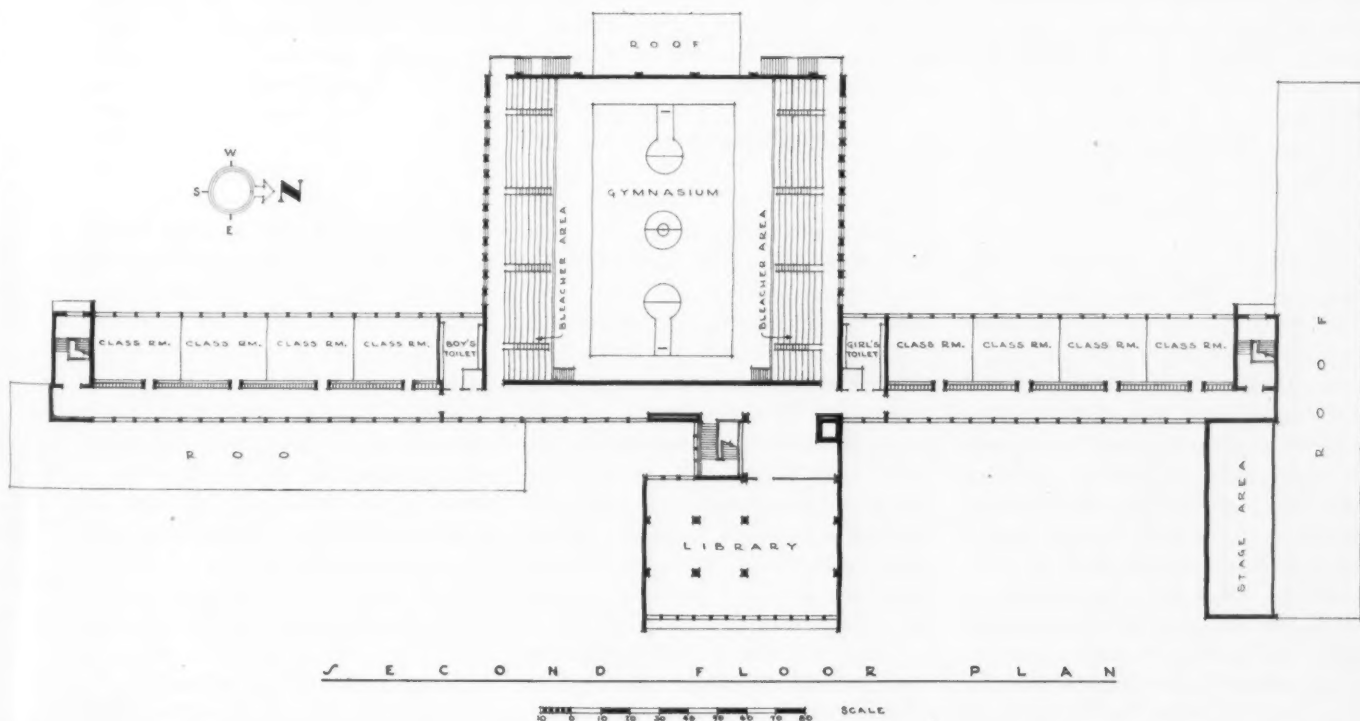
Nonsupporting interior partitions are of 2 inch panel construction, hard surfaced to provide a durable but sound resistant wall. Corridor walls are formed by metal lockers which support panels above. These panels are of the same material as are the interior partitions. All classroom partitions can be moved in increments of 4 feet, thus adjusting the size of the room to fit a changing class population.

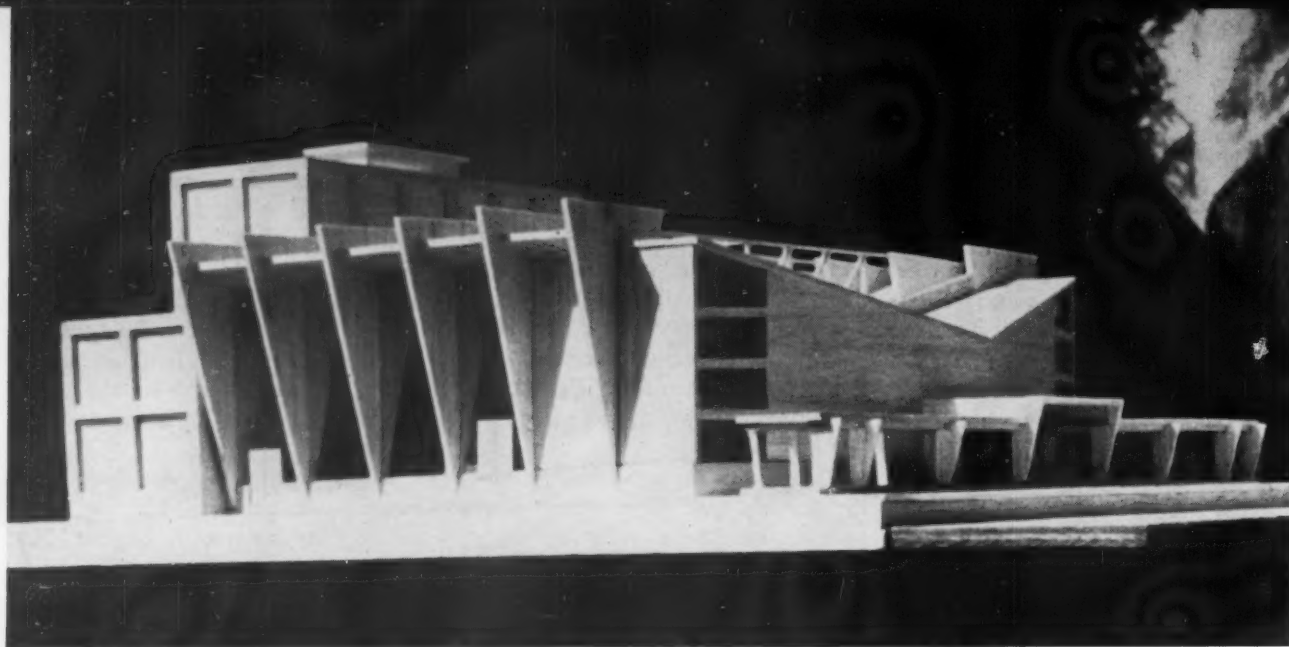
Concrete floors are surfaced with asphalt tile in light colors.

Storage cabinets in the various rooms are designed on a modular basis so that various sections can be interchanged.

The steam heating units are a combination of convectors and unit ventilators.

The building is equipped for visual aids in individual classrooms and has an intercommunication system, electronic clock, and bell system. It contains 1,030,000 cubic feet and is being constructed under three separate contracts at a total cost of \$624,000.





MODEL OF AUDITORIUM FOR CLOVIS, CALIF.

AUDITORIUM *with a future; fins break glare from two*

glass sidewalls; inverted roof trusses are exposed

A SCHOOL board in Clovis, Calif., seven miles northeast of Fresno, apparently has imagination and courage, the two virtues the modern architect most cherishes in a client.

The community high school there is soon to have a \$250,000 auditorium, the model of which stopped Western school administrators cold in their tracks at the schoolhouse planning exhibit held in conjunction with the regional conference of the A.A.S.A. at San Francisco, February 20 to 23. The California Department of Education has changed its regulations so that the auditorium can be built. The design is that of Frank Wynkoop, Los Angeles architect.

The building, 120 feet square, will have seats for 1200 and is of the stadium type, that is, the section other than the orchestra is raised above a cross aisle and carries back to the rear of the auditorium. The whole attempt is to create a small group atmosphere by doing away with large barn-like areas and high ceilings. This balcony section is of the pedestal type and is free standing from the walls.

Cubage has been substantially reduced by means of an inverted roof, which is suspended from the lower side of the trusses. The trusses are thus exposed as in a bridge. Ceiling and roof

are a single thin structure, and this eliminates height on the sidewalls as well as overhead weight. A lifetime roof of corrugated aluminum, it is low pitched and economical to build.

Basically, the whole structure is based on a rigid frame which spans from a bearing on one side to the bearing on the other. The sidewalls are of reinforced concrete and glass. Two walls are almost entirely of glass, and large glass areas appear near the corners on the front.

The twelve fins, which give the model its striking appearance, are part of the structure. Designed to cut off sky glare, they are of structural steel covered with a framework of metal lath and plaster on the outside of the building and on the interior are covered with acoustical tile to affect the sound.

The architect does not wish students to strain their eyes by entering a dark auditorium from the bright sunlight of the outdoors. This explains the two open walls. They can be darkened easily and mechanically by means of overlapping metal venetian blinds placed on the outside. The front windows are darkened by draw curtains for color projection in the daytime.

There will be no ceiling lights in the auditorium. Light fixtures are placed on the fins fairly close to the

floor where they can be relamped easily. The light is cast from these low points onto a reflective surface strip on the ceiling. A 5 foot-candle intensity will be provided at seat level.

Mr. Wynkoop believes he has designed an auditorium in which students without speech training can be heard anywhere in the room, even when their backs are to the audience. In addition to the acoustical treatment on the fins, acoustical tile has been placed at strategic spots on the ceiling and on the back wall. No mechanical amplification will be needed, even for a stage whisper, he believes. The maximum depth of the hall is 90 feet.

The roof diaphragm is a thin assembly of materials, and overhead heating and ventilating duct work has been purposely eliminated. There is a combination system of heating and ventilating; gas will be the fuel used for heating. The ventilating principle is that of mass air movement rather than of high velocity. Circulation of air is obtained by exhausting air from the auditorium. It is a one-way, not a recirculating, system.

As a town of this size cannot afford a school auditorium that does not provide for wide community use, the building will have year-round air conditioning for summer comfort.—M.W.

Just because part of a school building has been destroyed by bombs does not mean that the remainder is unused.

MANY phases of the needs of education in Germany today are important in the conversion program. The most desirable type of educational program for the German people is one that would correlate with the political and economic policies of the country.

Having spent four months on an assignment in the U.S. occupied zone of Germany, I should like to comment on my observations and impressions and offer some conclusions.

From 20 to 80 per cent of the area of all the industrial cities and railroad centers in Germany were bombed during the war. Transportation, commerce, industry, housing, education and social life were affected; the destruction caused a disturbance in the whole general scheme of living of the German people.

Many of the school buildings in Germany have been destroyed or at least partially destroyed. Some were only slightly damaged by the bombings, which knocked out most of the window lights, "caved in" the roof or perhaps "knocked off" one corner or one portion of a building. A great many schools are attempting to carry on even though parts of their buildings are unusable or in extremely poor condition.

I inspected 100 German schools in twenty different cities. I found that the buildings were below standard because of poor maintenance, lack of supplies and equipment, and poor operating practices for keeping the schools clean, sanitary and attractive. In almost all the schools the floors were in poor condition, the walls and ceilings needed painting, the light fixtures were out of order, poorly arranged and had too small, or no, light bulbs.



U.S. Army Signal Corps

WHAT'S NEEDED FOR SCHOOLS IN GERMANY?

GEORGE H. BUSH

School Building Specialist
Purdue University

The heating plants were only partially operative or in some cases lacked special equipment or control equipment to make them operate properly, while the toilet and sanitary facilities were inadequate, in poor condition, or only partially operative. In some sections the water supply was not ade-

quate for school purposes, and water had to be carried in.

Most schools lacked equipment either for instructional or for operational purposes, depending upon conditions in various communities. Most of the desks and instructional equipment were badly marked up, needed

refinishing or repairs to put them in good shape and, in most cases, were of the formal rigid type which permits only a restricted program. No visual aid equipment was available any place so far as I could determine.

In the maintenance field there was a definite lack of cleaning materials, such as brushes, dust cloths, soaps, cleaners, mops and buckets.

Teachers' supplies were lacking in many cases, even paper and pencils, and, in fact, any writing materials for the students.

In many schools there was a great shortage of textbooks since our educational policy in Occupied Germany has been to revise all textbooks. This has resulted in a shortage at present because of the lack of paper and proper printing facilities. In many of the secondary schools the teacher had the only textbook for a class of forty to sixty students, a decided handicap. However, there is a possibility that the textbook situation will improve because books are being printed and distributed as rapidly as possible.

Teachers lack teaching aids to supplement their regular classroom instruction and textbook materials. There is an earnest attempt to correct this situation as soon as possible, but so far nothing much has been done about it.

SCHOOL ATTENDANCE HIGH

The attendance record of students in the German schools at the present time is relatively high. This has been true, perhaps, for two reasons: Every student is given a hot meal, a soup solution prepared at school under the auspices of the Hoover feeding program, and the Germans want their children to attend school.

I was assured by many of the rectors (principals) that the school attendance runs well over 90 per cent of the total number of students who could be in school.

The German teachers and students have the ability to "stick to it" in their pursuit of their educational program. The teachers of Germany as a rule take great pride in implanting in the students a desire to finish the assignments which have been set up for them. This is perhaps a result of the father's influence in German family life, because he decides what the children shall do. After a decision has been made, there is little deviation from it, and German youths ask no questions about it.

It is quite apparent now that the whole educational program in Ger-

many has been re-evaluated, so that it can encourage the concept of democracy and give more opportunity for a liberal education.

Students and teachers in the German schools are apparently in good health at the present time, even though they live and work in unheated and unlighted and poorly maintained buildings. The hot lunch program set up for the German school children has done much to improve their general health. Seemingly, the teachers work closely with the children and attempt to make the best of the situation.

The Germans go to great lengths to overcome the handicaps they have in their educational program. The teachers and directors seem to accept these difficulties, and they attempt to overcome them as far as possible, or at least to carry on their program in spite of them.

Most of the teachers in the German schools are middle-aged or older. A recent survey showed that the average age of German teachers is 52 years, which is considerably beyond the age limit desired or recommended in most American schools. However, many young people now are attending teacher training institutions in all the areas of Germany occupied by the three Western powers.

Most of the alert, thinking Germans are impressed with the American way of life and are interested in learning about democratic principles and how the educational program in America is carried out.

However, there are certain factions or groups in Germany that still stick to the old traditions and are not impressed particularly by the educational program or the mode of living of the American people.

BETTER TRAINED TEACHERS NEEDED

After studying the German situation for four months, I came to several conclusions about the education program there and the whole German scheme of life.

There is a definite need of better trained teachers if the German people are to have a better educational program which would incorporate the ideas of democracy and group participation in school activities. Until now teachers have not been trained in psychology, child development, individual differences, testing programs, or other subjects that usually are included in any teacher training program in the United States. However,

now students in German teacher training institutions are taking such courses.

There is a definite need of textbooks and teaching materials to permit the teachers to do their best work in the German schools. Since all the textbooks were rewritten after the war, this has slowed down the school program somewhat, but from all indications textbooks are becoming more plentiful and will be available within the next few months. However, there is a definite need of teaching materials such as paper, pencils, slates, workbooks and supplementary aids.

MORE CLASSROOMS ESSENTIAL

School buildings or more classroom space is needed. A study I made last fall showed that 70 per cent more classroom space is needed to provide for a minimum program in German schools. Part of this classroom space would be obtained if some of the partially destroyed school buildings were repaired, and another part if school buildings now used for hospitals, civil affairs, rehabilitation and relief programs were returned to educational uses.

On the other hand, if the German school program is expanded and class size is reduced to thirty-five students per classroom, then at least 30 to 50 per cent more new school buildings will be necessary, in addition to all available classroom space now used for other purposes or partially destroyed.

Better school equipment must replace the obsolescent type now used in order to provide a more flexible and workable program in most German schools. There is a great need of equipment, not only for instructional purposes, but also for maintaining and operating the schools so that they can be brought up to a desirable standard.

There is a need for a long-term program, so that German youths will have a chance to learn how democratic principles operate and how to play and work together to develop their natural abilities. Since the old traditions of economy, politics and education are so prevalent among the present German adult population, it would appear that the American influence should last from fifty to a hundred years.

This would permit succeeding generations to be influenced by these democratic principles and should develop a Germany that can take its proper place in and share the responsibilities of the world.

There has been no teacher shortage at Platteville, Colo., since the board built these and two other houses for instructors.



Consolidated school district solved teacher shortage

by voting funds for FACULTY HOUSING

WILLIAM W. POWELL

Superintendent of Schools
Platteville, Colo.

THE board of education for District 118, Platteville, Colo., realized last year that it must solve the housing problem if teachers were to be attracted to the local school and retained there.

A consolidated district that employs sixteen teachers, Platteville has had an annual turnover of more than 50 per cent during the last four years. The causes of this turnover and the inevitable deterioration in the quality of instruction were, the board believed, low salaries and inadequate housing. Adjustments in salaries were being made as quickly as possible; the board determined it also would do something about the housing problem.

A survey of the available housing was made. This was disappointing since Platteville is a small community and few houses were vacant. The owners of these few were reluctant to consider long-term rental in the face of a brisk real estate market, and the board realized that short-term rental was little better than a stopgap pro-

cedure. The only alternative was to build homes for teachers.

A mass meeting was called to test public reaction to a plan for building houses for teachers, since a bond issue was imperative if the program was to be carried out. In the discussion that followed the people showed an appreciation of the school problem and a willingness to support the board. Some objections were voiced by nonresident taxpayers.

A bond election was called early in May 1948. The proposed bond issue was for \$25,000 to be used for the erection of housing for school personnel. A tie vote made necessary a second election a month later; at that time the proposal was passed with a large plurality.

With funds assured, the board met in several sessions to plan the type of building desired. The conventional teacherage was turned down in favor of four separate dwellings. This decision was reached for three main reasons: first, most available teachers are

married, and many have children; second, a single dwelling is more salable in case the district should wish to dispose of the property, and, third, a home is more attractive than a teacherage apartment and gives the teacher a feeling of independence and a sense of belonging to the community.

Each house, as finally erected, contains two bedrooms, a kitchen, a living room, a utility room, and a bath—all of comfortable size. The buildings are rented unfurnished, except that each has a gas furnace, a gas water heater, and an electric range. Rental is moderate but is sufficient to pay interest, upkeep and enough return on the original investment to pay it off in approximately twenty-five years.

Built on two sides of a quarter block, the dwellings are attractive, and the grounds can be landscaped beautifully. The present occupants are delighted with the houses, and the reaction of the community is best summed up in a businessman's words, "We should have built four more."

PROFESSIONALISM

when and how can school administrators truly attain it?

AT NO time in the history of the superintendency has as much serious attention been given by administrators to the matter of professionalization as at the present time. This interest has been evident at many state and national conferences of administrators. It has engaged the attention of smaller groups of superintendents who seek to clarify the position of the superintendent on the local level, and individual superintendents throughout the country are hopefully looking to professionalization as a possible solution to many problems.

One of the questions which immediately comes to mind is: Why all of the recent interest in this matter of professionalization? Just what in the total educational picture makes this a matter of primary concern? The answer to this question is not easily isolated. The interest appears to stem from a variety of causes. A brief review of them may be helpful.

WAR LOWERED STANDARDS

First, there appears to be a growing conviction among educators that teaching has failed to keep pace with other professions, such as medicine, law, dentistry and nursing, in the establishment and maintenance of standards which are closely associated with professionalization.

That this is the case is not at all surprising when we view, realistically, the net effect of the war upon the profession. Instead of a steady advance in standards, we have witnessed, and are still witnessing, the employment of thousands of teachers with substandard preparation. Instead of realizing a normal growth in stature in the estimation of the public, teaching has, in spite of all efforts to the contrary, continued to be regarded as an escape route for those who cannot succeed in the other professions.

These facts naturally have been reflected in the superintendency. The net result is that many administrators

W. L. BERKHOF

Superintendent of Schools
Mount Clemens, Mich.

are urging their group to take the lead in establishing standards which may, in turn, give impetus to the establishment of higher standards for the entire teaching profession.

Second, the crying need for real unified leadership in education is becoming more and more apparent. Conflicting philosophies of education; antagonisms within our professional groups, particularly in matters relating to educational legislation and finance, and widely varying standards of education, both within states and throughout the nation, are of concern to the wide-awake superintendent who sees a close relationship between such disturbing elements and the general apathy of the public toward education.

Education must, of necessity, be a dynamic force which has within itself the power of change. It is at this point exactly, however, that a unified leadership becomes an absolute necessity if progress instead of chaos is to be the outcome.

LINK WITH COMMUNITY

Third, the job of the superintendent has during recent decades expanded far beyond the four walls of the school building to touch all phases of community life. Schools are no longer citadels of learning isolated from the communities in which they are located.

This places an added responsibility for leadership upon the administrator; it demands a finesse in matters of human relationships which is the equal of any skill within the so-called learned professions. It is only natural, therefore, that administrators as a group should seek the prestige, public confidence, and respect which are generally associated with professionalization.

Fourth, it is the hope of administrators that professionalization will tend to stabilize the superintendency

by serving as a counterforce to the many disadvantages which are operative as disrupting forces.

Failure of salaries of superintendents to keep pace with those of other school employees; lack of real security on the job; lax enforcement, on the local level, of such standards as do apply in the employment of school administrators; inadequate organization, which makes difficult the maintenance of a stimulating esprit de corps, and a general failure on the part of the public to appreciate the importance of the function of the superintendent are real problems which make it difficult to attract and to hold competent leadership.

NOT A CURE-ALL

While it is generally recognized that professionalization cannot serve as a cure-all, superintendents hope that it will at least tend to alleviate the situation.

In discussing the professionalization of school administration, we must keep in mind that considerable progress in this direction already has been made. The history of the superintendency may, in fact, be considered that of an emerging profession.

Basically, we have certain quantitative standards which are being quite generally adhered to in the professional training of administrators. There has been developed an organized body of knowledge about the work of the superintendent. Certain definite skills have been developed which may well be considered our stock-in-trade.

A rather loosely knit organization, reaching from the local to the national level, has been achieved, and, finally, the gradual shift in emphasis from subject matter to child and the broader community aspects of the work bring clearly to mind that our job has become, largely, one of human relationships and one which deals in human values and, as such, approaches

closely the work of the other recognized professions.

FINAL STEPS REMAIN

While it is true that considerable progress has been made toward professionalization, there still remain those final steps which must be taken if the ultimate goal is to be achieved. These steps must, moreover, be undertaken in a spirit of selflessness which is a characteristic of the professions on their highest level. They must spring from a realization that education is the most important social process in the state; that the welfare of the state is dependent, in a large measure, upon the quality of the educational program, and that such quality, in turn, can be achieved only through the highest type of leadership. Approaching our problem on any other level will defeat our purposes.

In considering specific steps toward further professionalization, it would be well for us to emphasize the need for a more closely knit professional organization which will link the local, state and national organizations into a more functional unity.

Our first attempt probably should be to develop more comprehensive state organizational programs which will encourage a closer working relationship and a better understanding among superintendents throughout each state. Such a reorganization was effected recently in Michigan, with salutary results.

If these state organizations achieve a more functional relationship with the National Association of School Administrators, an instrument for unity of action will have been welded which will make further progress toward professionalization easier.

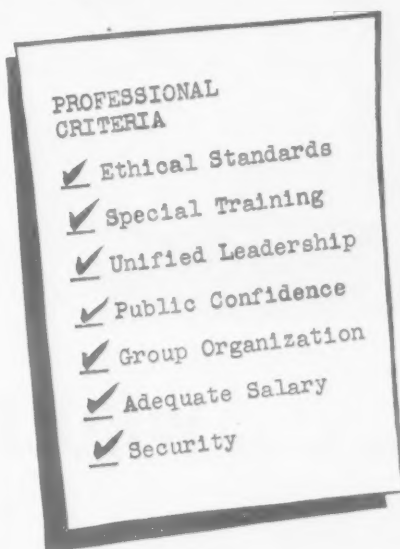
BY OUR OWN BOOTSTRAPS

There is, it appears, a great need to re-study the function of the superintendent in the modern school program. The advent of unionism in teacher groups, the increasing emphasis upon democratic technics in school administration, and the growth of the community school idea, with its emphasis upon school leadership in community affairs, all are having an impact upon the traditional concept of administration. A clarification of the real meaning of these trends for the superintendent is essential if unity of purpose is to be achieved.

A profession cannot be said to have reached its majority until the members

of the profession themselves assist in determining the standards for the profession. Standards for administrators have, in the past, been determined, in a large measure, by such related agents and agencies as departments of public instruction, accrediting associations, professors of school administration, and schools of education.

While there can be no question concerning the importance of the guidance which has, in the past, been given to our profession by such agents and agencies, the time has long since come when the democratic principles with which our staff members are indoctrinated through these same agencies should be reflected in a demo-



cratic approach to the matter of determining standards for the profession.

Certainly it would be difficult to discover a group better qualified to determine the type of training which is advisable for the superintendency than the superintendents themselves.

Acceptance by school administrators of the challenge to participate in determining the standards for the profession brings with it the necessity for a consideration of the nature of the standards which should be achieved. To date, standards have been largely quantitative in nature, with special emphasis upon courses and credits. Such standards are, of course, most easily arrived at and most easily controlled.

True professionalism, however, demands that serious attention be given, also, to the qualitative factors, such as breadth of preparation, successful teaching, and, possibly, apprenticeship experience, and the entire area which usually falls within the scope of a code of ethics.

The formulation of and adherence to such standards demand the highest type of cooperative endeavor on the part of all who are interested in the function of the administrator. Success in this matter is, however, imperative if true professionalism is to be achieved.

IGNORANCE NOT SURPRISING

Finally, there is a real need for the development of a publicity program designed to enlighten the public concerning the functions of a superintendent. The rôles of the physician, the lawyer, the dentist, and the minister have for decades been self-evident. The job of the superintendent, on the other hand, has, for one reason or another, remained shrouded in mystery, with the result that people in general have little or no accurate knowledge concerning his work in either the schools or the community.

This fact is aptly illustrated by the failure of one superintendent to elicit any response from a high school assembly of 800 students in answer to a question as to how many knew what the job of the superintendent really was. Ignorance concerning this matter is not surprising when we remember that, probably, no one has taken the time to tell the students about this particular phase of their school system.

If, however, these young people, while still closely associated with the school, gain little knowledge concerning the job of the superintendent, it is quite safe to assume that they will, in all likelihood, never receive further enlightenment.

Superintendents should not blame the public for its lack of respect and confidence when there is so much ignorance concerning the function of the school administration. Respect and confidence are, however, an important bulwark of professionalism, and we can hardly achieve true professionalism until we undertake, individually and jointly, to acquaint the general public with our work.

Professionalism is, of course, an ideal which can be achieved only through persistent and consistent effort. It never will be achieved unless we as administrators take an interest in achieving it. Schools of education, accrediting associations, and departments of public instruction have gone as far as they can in the matter. The responsibility now rests squarely with us. Are we willing to accept it?



The Oklahoma plan requires of the student teacher four hours daily, either morning or afternoon, with occasional evening meetings with parents and community, five days a week for one full semester. Through it the student acquires firsthand experience with child and home.

Professional training for the **WHOLE TEACHER**

GAROLD D. HOLSTINE

Director, University School and Teacher Education
University of Oklahoma

UTILIZING the principle that the individual teacher, like the child, grows as a whole, the faculty of the University School made an analysis of the total curriculum pattern in teacher education at the University of Oklahoma. A new student teaching experience curriculum was organized as a reaction to the poorly coordinated, subject centered single hour period, which failed to prepare teachers for their over-all professional responsibilities.

The faculty and the student teachers developed through cooperative study and experimentation an eight semester hour, single block of laboratory teaching experiences. The new curriculum requires implementation by a wide range of direct, firsthand experiences with children, adolescent boys and girls, and mature persons in a variety of home, school, community and state settings. Such pre-professional experi-

ences cannot be provided in a narrow and restricted hour segment of the school day.

The eight semester hour program of integrated experiences includes general methodology and orientation to teaching, specialized methodology for the area or field, junior faculty conferences, assisting the supervising teacher, and directed observation of individuals and groups at work in the University School and in affiliated public schools.

It also includes actual planning and organization of teaching-learning situations, home-school-community analyses, efficient operation and effective utilization of instructional materials and equipment, individual and group conferences with the supervising teacher, director, and theory and content professors, and other laboratory experiences needed by the student teacher for his maximum professional growth. This program, introduced in

September 1946, has been continuously evaluated since.

For the student teacher the time required is four hours daily, either morning or afternoon, with occasional evening meetings with parents and community, five days a week for one full semester.

Almost unanimous cooperation with the various colleges and departments on the campus has been obtained to make this block scheduling possible. The director and staff met with the various faculty groups and discussed the need for the integrated program. A detailed outline of all of the student teaching experiences provided and their justification has been placed with each college or department involved.

The integrated experience curriculum is designed for both elementary and secondary student teachers. They are taught to observe and work in relation to actual personal need in all

of the seven basic areas of the curriculum.

For example, the high school science teacher needs to know the background in science provided for the child in the elementary division (K-6), and the elementary science teacher needs to follow the mental maturation processes as her pupils advance in order to determine the effectiveness of her instruction.

Two hundred student teachers annually complete their training under a program which provides actual contact with parents and community activities. These experiences are provided jointly by the University School and its parent-teacher association.

Orientation to parent-teacher relationships begins with discussions of problems actually faced by the University School faculty and administration. Student teachers are permitted to "sit in" on the numerous conferences, individual and group, held with parents and students. Problems are clarified in talks with their supervising or guiding teachers.

Other problems are discussed in junior faculty conferences conducted by the director and the student teacher committees.

Student teachers are invited by the president and executive council to participate in the regular monthly meetings of the parent-teacher association. They are introduced to parents at open house by room chairmen and supervising teachers. Many times these introductory experiences lead to visits in the parents' homes.

Student teachers are named to P.T.A. committees and assist in many ways in planning the programs and in promoting the social hours that follow. These direct "flesh and blood" contacts with parents help to break down erroneous ideas about "erratic parents" and "irresponsible practice teachers." They have been exceptionally valuable in the development of wholesome parent-teacher democratic interaction under realistic conditions.

ACTIVE IN COMMUNITY WORK

A two-week unit on home-school-community relationships is called "How Can Effective Home-School-Community Teamwork Be Developed?" This unit includes discussions and experiences in parent-teacher relationships, parent-pupil conferences, contacts with community organizations, the National Congress of Parents and Teachers, and the Oklahoma

Congress of Parents and Teachers, local unit programs, and an open house.

The faculty participants include the director of field relations and other state officers of the Oklahoma Congress, local P.T.A. officers and members, and, as often as possible, a member of the National Congress.

Junior faculty conferences are planned and directed by a student teacher committee. The general problem is: "How Parents Can Contribute to a Better Educational Program." Parents also participate in the discussions. This experience enables the stu-

dents to discover many practical solutions to problems, to develop positive attitudes, and, with parents, to make an attack on mutual problems for the welfare of the child.

Student teachers participate in Teen Town activities, community drives, youth programs, church activities, and other phases of community life which require personal contact with adults and youth. Thus the University School has evolved a training program for the *whole* child, the *whole* school, the *whole* teacher through meaningful human laboratory experiences.

A flexible pattern for

ADULT EDUCATION

SOPHIE V. CHESKIE

Director of Adult Education
Highland Park, Mich.

IF THE needs of the adult population as well as those of school age youth are to be served adequately, if the broad goals for higher education in America proposed by the President's commission are to be approached even in part . . . the development of the community college must enlist a large share of the time, thought and effort of all persons interested in the welfare of American youth.*

Within the past few years the junior college in Highland Park, Mich., has expanded from a school with an enrollment of 300 students to one with an enrollment of 2000 students. In recognition of the need for expanding adult education, a full-time director of adult education has been appointed. The school's objective is to organize a program not only on the junior college level but also on all adult levels—to offer terminal courses in general education and courses which have transfer value; to offer vocational courses suitably related to local needs, and to plan a comprehensive program for adults.

*From a statement by H. T. Morse at the third annual National Conference of Higher Education, Chicago, March 22 to 25, 1948.

The Highland Park Junior College is tuition-free for residents of the district. It offers not only verbal and academic but also social, artistic, mechanical and motor courses in twenty-one different areas. These courses lead to gainful employment, further study, or the satisfaction of gaining additional knowledge and understanding.

Highland Park is in the heart of an industrial area. Vocational training at college level gives meaning to work experience, and young adults are realizing that further education is desirable for all or most workers. Since the college is in the densely populated area of metropolitan Detroit, with many opportunities for educational advancement, a basic curriculum is provided for those planning continued education.

The adult education program has no definite pattern or design; it is young and flexible enough to meet the ever-changing needs of the community. Courses range from short institutes to two-year curriculums in line with individual talents, potentialities and interests. Educational opportunities for young adults will go far in equipping a new generation to cope better with its problems.

COURTS CLARIFY TENURE

M. M. CHAMBERS

American Council on Education

FIVE decisions of the courts of four states, all reported in the last months of 1948, show that the wording and interpretation of permanent tenure statutes vary considerably from state to state but that some principles are becoming widely established.

One opinion of the Appellate Division in New York holds that the tenure statute applicable to central school districts deprives the school boards of all authority to contract with teachers, because it provides that any teacher may be discharged summarily at any time during the probationary period of service which must precede the attainment of permanent tenure.

"Thus," said the four judges of the majority, "in this kind and class of school districts . . . it can but be that the power of the governing body to enter into a contract of employment has been abrogated."¹

The Madrid central district had appointed a high school science teacher (probationary) in March 1947 and summarily canceled the appointment in August, before he had rendered any services. He sued for breach of contract. As to the power of the board to discharge him without charges or hearing, the court said: "The statute places no limit upon their discretion."

ROOM FOR QUESTION

Probably this interpretation is correct, but there is still room for question regarding the sweeping dictum that the board has no power to bind itself by a contract with a teacher, and more may be heard about this in a higher court or in subsequent New York cases.

The board's right to discharge a teacher summarily in New York central districts can be exercised, according to the statute, only upon recommendation of the district superintendent. This means that the formal board action (by recorded vote in a duly constituted meeting) can be taken only *after* the district superintendent's recommenda-

tion has been received by the board.

The Nunda school board, with all present and voting affirmatively, resolved on June 28, 1947, to "ask permission" to terminate a probationary teacher's services and received the superintendent's recommendation to that effect, dated July 11, several days later. Thereupon the overzealous clerk of the board notified the teacher that she had been discharged.

More than a year later the trial court ordered her reinstated and paid back salary she should have received, "less earnings received by her in any employment since the terminal date of the period for which she has received a salary as a teacher in said school."

In fact, the board had never discharged her at all; it had merely made a clumsy attempt, in September 1947, by means of a craftily worded resolution, to declare that her services had been terminated as of June 30. This could not cover up the fact that no effective formal action had been taken. "Feelings and discussions of the board," said the court, "are ineffectual until they are embodied in a formal resolution duly adopted by a majority vote of the board, *after* the recommendation of the district superintendent has been obtained."²

It is agreed in Minnesota that an administrative assistant to the Minneapolis superintendent of schools, doing research and statistical work and little or no supervisory work, is not under the tenure statute. An individual was a high school teacher in Minneapolis from 1934 to 1940, then administrative assistant to the superintendent from 1941 to 1943, after which he returned to high school teaching.

The trial court erroneously held that his acceptance of the administrative assistantship constituted an abandonment of his tenure rights, and he must start afresh as a probationary teacher. But the supreme court of Minnesota succinctly declared: "Absent manifes-

tation of intention to abandon tenure rights, acceptance by a classroom teacher from the school authority employing him of work involving the performance of administrative duties to the exclusion of classroom teaching does not constitute abandonment of his tenure rights."³

A New Mexico teacher taught in Las Vegas from 1925 to 1941, and again from 1945 to 1947, when she was notified that her services were no longer wanted. She asserted tenure rights under the act of 1945, on the theory that its provision for a three-year probationary period was retroactive. She lost her case because a statute is never interpreted as retroactive unless it "so commands by its context, terms or manifest purpose."⁴

PURPOSE OF LAW DEFEATED

In Illinois a weak type of so-called tenure law is applicable to districts governed by boards of school directors. (These include large numbers of village and rural districts.) The statute provides that after a probationary period of two consecutive years the teacher may be given a "regular employment contract" for a period of not to exceed three years at any one time. Such "regular employment contract" can be terminated by the board only by timely notice *with written statement of reasons*.

Recently, a teacher in one of these districts was notified at the end of her first year of service (at which time she was obviously only a probationary teacher) that her services would be terminated, with no reasons stated. She sought a writ of mandamus to compel her reinstatement, but the petition was dismissed because it is now held that no statement of reasons is necessary in the dismissal of probationary teachers but is required only for those under the "regular employment contract."⁵

In the recent decisions, as in the earlier ones, the words of the courts frequently demonstrate that the judges generally understand accurately the aims and purposes of the tenure acts, and often a judge throws in an eloquent sentence in support of those aims. A broad development has taken place during the forty years since New Jersey enacted the first tenure law.

¹Board of Education of City of Minneapolis v. Sand, (Minn.), 34 N.W. 2d 689 (1948).

²Board of Education of City of Las Vegas v. Boardman, (N.M.), 199 P. 2d 998 (1948).

³People ex rel. Ruff v. School Directors of District No. 106, Cook County, 335 Ill. App. 445, 82 N.E. 2d 203 (1948).

⁴Walcott v. Fisher et al., (N.Y. App. Div.), 83 N.Y.S. 2d 536 (1948).

⁵People ex rel. Graves v. Barber et al., (N.Y. Sup.), 83 N.Y.S. 2d 520 (1948).

Chalk Dust

SUPERINTENDENT'S CALENDAR

*April's humming fills the air,
Daffodils bloom everywhere,
Butterflies flit to and fro,
Bees begin to come and go.
With the balmy April breezes
Bookmen polish up their wheezes.*

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ALICE IN WONDERLAND

VIII—The Annual Report

"If you can explain it," said Alice, "I'll give you sixpence. I don't believe there is an atom of sense in it."

The Mad Hatter, who was the current annual superintendent in Wonderland, chuckled mysteriously.

"Mercy on us, child," he said, "you talk like a Taxpayer. It isn't supposed to make sense, my dear; it is the Annual Report of the School System and is written to confuse."

Alice examined the report with a show of interest. It was a rather impressive looking volume, unillustrated

and colorless, smelling of erudition and imitation leather. Norms, quartiles and percentages jostled each other through most of the pages, but any final verdict they might have



made was shrouded in mystery. Here and there was a bit of text, but it was so cluttered with strange pedagogical double-talk that it didn't make much sense. The report has all the appeal of an outmoded train schedule printed in Chinese, thought Alice as she squinted at the confusing tables.

"Of course, it's as dull as dishwater," said the Mad Hatter, reading her thoughts. "The motto of most school administrators is 'Keep 'em confused with pedantry and pedagogy.'"

"But," expostulated Alice, "isn't this the report of the biggest business in the community? Don't the taxpayers have a right to know what it is all about?"

"Nonsense and stuff," said the Mad Hatter reasonably enough. "If it were interesting, people would want to read it; if they read it they might want to do something about it, and if they did something about it that would be against the rules."

"Why do you print it at all?" asked Alice in bewilderment.

"It is just a good old school custom," said the Mad Hatter, "and is greatly appreciated by the doctors and dentists who place it in their reading rooms."

"But you said no one read it," said Alice, more confused than ever.

"Right," said the Mad Hatter, grabbing a few of the Reports to prop up his wobbly desk, "but they use it as something at which to point with pride."

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PUBLIC RELATIONS TECHNICS

DURING the late February storms, writes Supt. Sourpuss of the Sugartown Schools, I received an urgent call from one of my younger colleagues asking me to advise him on his public relations program.

"All heck has busted loose in my community," he said. "The local newspaper is calling me an erudite prevaricator, the P.T.A. has gone on the warpath, and the Taxpayers League has threatened mayhem on my abbreviated budget. Evidently my public relations program has gone wrong in a big way."

Anxious to help the lad, I grabbed my overnight bag, a copy of Moehlman, and of Belmont Farley's latest release and sallied forth.

I arrived at my friend's bailiwick in the midst of a blinding snowstorm. There he was waiting for me with a brand new, superpowered automobile.

Without a moment's delay, he plunged into a recital of his troubles. As he drove along, he became so excited that we ran plump into a snowdrift and bogged down. He tried to go ahead—no go. He tried to back up—no use. He pumped the gas and spun the wheels and jiggled the gadgets and used strong language—but none of these things helped.

Just then a youngster came along and stopped to watch the fun. After a minute the kid came over to the car. "Mr.," he said, "don't get mad, don't get excited, don't swear, and don't give her too much gas. Just throw her into high gear, easy like, put slight but steady pressure on the wheels and keep going."

And we did!

"Take me back to the station," I said. "The kid has given you better advice in one minute than I could in a year of Sundays—running a public relations program is much like driving an automobile on a skiddy road."



Frederic J. Hoffman

How communities can get **BETTER TEACHERS**

THE teacher usually is more interested in his own improvement than anyone else in the community is.

This fact is too often overlooked. The teacher is his own severe critic and does not need more criticism from others. Rather he needs sympathetic understanding of his problems and cooperation from parents and boards of education.

The uninformed critic would have his community "wash its hands" of all teacher difficulties by a thorough "housecleaning," firing all the bad teachers (who would include all with whom any neighbor's children had difficulties), and hiring a new group.

Everyone seems happy when the new teachers take over, for no one can think of anything against them. They are a "wonderful" improvement. For a few months, or even a few years, education "progresses." Then these teachers, too, become "bad," "incompetent," "worn out" and suddenly "do not understand children" anymore. It's then time for a new housecleaning.

Such procedures do not give us better teachers. They merely shuffle the present supply around. If a teacher is no good in one community, it is rare that he would be so wonderful in another. He is the same person, eventually made into a poorer teacher by so many oustings which build up a history of failures for him.

It is obvious that we cannot replace the present short supply of teachers immediately with better ones—who would be trained according to latest requirements. Hence we must look for immediate improvement through sound policies for present teachers. We can get better teachers by making it possible or easier for today's teachers to improve.

A teacher is not unapproachable and would welcome sympathetic counsel with a parent, the board of education, or anyone else who has constructive suggestions. Too often the first and only contact a teacher has with the board is his formal dismissal notice. Boards have made no effort to under-

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stand the situation and improve conditions by letting teachers improve themselves through solving the real problems.

COOPERATIVE APPROACH

We do not presume to solve students' problems in the schoolroom without adequate counseling. Neither a board nor a community can solve its teacher problems without counseling or a cooperative approach through an adequate administrative staff.

Teachers must have integrated personalities to be successful. Most of them now are too continually harassed by economic insecurity to attain a high degree of integration.

The public increases the difficulties of the teachers when it continues to pay them poorly. One of the first steps toward the improvement of teachers is increasing their salaries. Eventually this also will increase the supply of teachers.

Recent increases have not been sufficient to keep pace with increased costs of living; salaries are now only what they should have been ten years ago. In terms of 1930 price levels, coal miners' wages have an index (1947) of about 190, while the teachers' index is around 110.

A good salary schedule, one that exceeds minimums set by state legislatures and provides for regular annual increments, is necessary. The tendency to make exceptions for so-called "special" teachers is to be deplored. Boards seem to regard certain positions as special only because there is an acute shortage of persons trained for those positions, possibly because many have left the teaching profession to take better paying jobs in industry.

A fine teacher, who has asked for an increase and been denied one because of a low salary schedule, resigns to accept a better position elsewhere. To

replace this teacher the board of education is compelled to hire a newcomer as a special teacher at a higher salary than would have been necessary to keep the good teacher. The newcomer, the highest paid teacher in the system, frequently is a poorer teacher than the person he replaced, and he is not rehired after a few years.

What an injustice to the regular good teachers who did not resign! This procedure is all too common where low salary schedules exist. Such a schedule is merely a pretense to keep down the salaries of most of the teachers.

Instructors can teach democracy through classroom procedures only in an atmosphere of complete academic freedom. When a teacher must refrain from referring to an accepted high school news magazine because the local D.A.R. has labeled it socialistic, then academic freedom does not exist. When a social studies teacher cannot state the truth about evils in the community because the party in power does not wish the facts to be known, caution and fear have replaced freedom.

When a teacher's position depends upon how he voted in an election, what political party he belongs to, or what stand he takes on local questions, he usually becomes overcautious, takes no stand on issues or works under cover.

INJUSTICE TO TEACHERS

Teachers cannot attain peace of mind while they are worried about lack of security for the future. If salaries were high, the matter of retirement annuities would be less important. The annuities usually offered were not sufficient in the days of the depression; their value has been cut tremendously by inflation. In terms of actual purchasing power annuities now have about half the value they had in 1930.

Where tenure rights have not been established, they should be immediately. A teacher cannot be at his best with the threat of dismissal hanging over him every spring.

Where tenure rights do exist, boards should observe them carefully. No teacher who has long served a community and has earned legal tenure rights should be subject to attempted evasions of these rights by school boards. Only immorality should be a legitimate cause for dismissal. A community which has been served by a teacher for ten or fifteen years has a moral obligation to that teacher, even though it does not have a legal one.

If a teacher, after obtaining either legal or moral tenure, is so bad that he should be dismissed, then his license should be revoked.

Many teachers work from sixty to seventy hours a week in classrooms, doing homework and supervising after-school activities. Classes were overcrowded even before the war was blamed for all our ills. With the present shortage of teachers we cannot expect an immediate change in this condition.

Teachers know this and are willing to assume extra responsibilities until relief can come. However, there is danger that a community will expect in the future what is now done only because of an emergency, especially since the present situation will continue for some years.

The work of the teacher has greatly increased in the last fifteen or twenty years, especially on the high school level, because of the increase in the number of student activities (social and other). All of them must be properly sponsored. This responsibility falls largely upon the classroom teachers.

An extended testing program, counseling, teacher participation in curriculum planning and improvement, and many other required professional activities add further responsibilities. The only answer is the employment of more teachers. No teacher should be required to do another day's work after leaving school.

To get better teachers, we must improve the conditions under which our present teachers work. All of them can be better teachers than they now are if they are freed from worries about insecurity and pressure. If restrictions on their freedom are removed, they can enter wholeheartedly into their work.

With cooperation and encouragement from the communities they serve, they will do a better job until the new better trained teachers can gradually assume the leadership in the new and better school of the future.

JOURNALISM CLASS

POLLS PUBLIC OPINION

CARL TOWLEY

Literary Adviser, High School Publications
Hopkins, Minn.

JOURNALISM in the high school at Hopkins, Minn., is no purely theoretical course with a dabbling in school newspaper work; nor does its practice stop with trips through the local weekly newspaper plants or long-distance views of Cedric Adams, Virginia Safford and Charley Johnson, columnists on the nationally known *Minneapolis Star*.

Students' feature articles on a variety of subjects have "made" the local papers regularly. The class's latest activity—community interviewing—exemplifies the basic philosophy of the course and its instructor: that student journalism must be practiced as it is preached and that it must be living proof that its precepts work. Therein is the basis for mutual respect between student and teacher, the only real foundation for true education.

In its latest undertaking, the class is an integral part of a piece of unusual newspaper promotion. The *Hennepin County Review*, the Hopkins weekly, claims the distinction of being the only weekly newspaper in the United States with its own public opinion poll. Each week it brings to its readers a cross-section of community opinion on local and national questions.

The dozen interviewers who each week ask the questions and tabulate the answers are journalism students. The *Review* carries as a Page 1 feature the result of the poll on one or more subjects. Studies have covered the Marshall plan, universal military training, and a state bonus for World War II veterans.

Questions for polling are picked by a committee of local citizens, men and women with varying political opinions and social backgrounds. Questions are carefully screened and phrased in such a way that there can be no doubt about the meaning. Implications of certain answers are then posed for further questions in order to bring out every possible angle. To illustrate:

Do you believe the United States has the moral obligation of admitting to this country as immigrants a decent number of the Protestant, Catholic and Jewish persons who are now people without a country and existing at near-animal levels in the Displaced Persons camps of Europe?

YES..... NO..... NO OPINION.....

If your answer to the foregoing question is Yes, how many such people do you think should or could be accommodated properly in the city of Hopkins? 26..... 50..... 75..... 100 or more.....

or

Do you think that the present city hall is adequate for conducting the village business?

YES..... NO..... NO OPINION.....

If your answer to the foregoing question is No, do you think that Hopkins should plan now to build a larger city hall and community center building in the near future?

YES..... NO..... NO OPINION.....

Students report they have been well received and that they have been congratulated "almost uniformly" by the householders interviewed on the enterprise shown by the class in "tackling such a formidable assignment."

Audio-Visual Aids

Core program applies audio-visual methods

in the training of **STUDENT TEACHERS**

WHEN colleges decide that the best way to teach something is by *not* giving a separate course in it, that's likely to be in the "man bites dog" category of news. But that is the approach the college of education at Drake University, Des Moines, Iowa, is taking in training teachers to make effective use of audio-visual materials and equipment.

As a result of the experience of a number of years, during which a special course in "audio-visual education" was offered at Drake, the college of education faculty has decided that this aspect of teacher training can best be learned by students if it is an integral part of all other course experiences.

Two fundamental weaknesses have been observed in the customary plan of offering a single course in audio-visual education. First, in a single course it is difficult to develop adequate audio-visual understandings and skills and a wide acquaintance with available materials. Students in such a course tend

J. J. McPHERSON
Supervisor of Audio-Visual Services
Drake University
Des Moines, Iowa

to regard the use of audio-visual materials as a highly specialized technic to be used in addition to regular methods of teaching.

Second, the present teacher education curriculum is so crowded with required work that it is undesirable to try to jam another required course into each student's schedule. Yet, unless such a course is required only a comparatively small number of students will find time to take it before they are graduated.

In planning to overcome these serious weaknesses, the faculty has had to decide exactly what should be the aims of teacher education in this area and then to work toward the development of the program that would most nearly achieve these aims. In general, we believe each teacher should:

1. *Have an understanding of the psychological reasons for the proved effectiveness of audio-visual materials.*

2. *Know the educational values and limitations of the various audio-visual materials and methods in both group and individualized learning situations.*

3. *Be familiar with the best available materials and equipment in the areas in which he is teaching and know the sources from which such materials and equipment can be obtained most easily.*

4. *Have a good working knowledge of the educational and mechanical skills he needs to use various types of audio-visual materials and methods effectively.*

5. *Be skilled in creating classroom learning situations in which all instructional materials can be used to best advantage.*

Two thoughts are basic in this statement of aims. First, *all teachers* should have these understandings and skills. Second, audio-visual materials and methods should be used in instruction *wherever* their use will result in more effective learning situations.

In general, these aims are the ones of the usual type of audio-visual course. However, such a course is often limited in scope, and there is seldom an organized plan for carrying course learnings into the experiences of other courses.

In the Drake program audio-visual training is introduced as a fundamental part of experiences all students get in

Core course instructors meet frequently to plan integrated programs. At left, J. J. McPherson, Hazel Weakly, and Don L. Beran select audio-visual materials to be used in their classes.





a new "core program," which so far has been developed only for the elementary teachers' course. A glance at the core program will show how the inclusion of audio-visual training within it is designed to overcome some of the limitations of the usual audio-visual course.

The core program includes the basic units in education required for all who are graduated in elementary education at Drake. Each semester from two to four major units are included in the core studies. The program is guided by two or more faculty members.

As now developed, the core classes meet for two-hour periods three days a week and are the equivalent in class time of approximately five hours of regular course work each semester.

All of the students in the core classes consider problems of elementary education and thus have a common approach to each unit. Full time can be given to matters of significance to teachers on this level.

Of even more importance is the fact that audio-visual learnings are put to immediate use in developing the other units. For example, after a detailed study of audio-visual materials and methods the students are given an opportunity to use what they have learned

ABOVE: A class in children's literature discusses the use of recordings and tape recorders. **RIGHT:** Prof. Lydia Duggins, standing, and two students work with a new wire recorder in the Drake audio-visual laboratory.



in the unit concerned with methods of developing the creative abilities of children.

In the final unit, on methods of evaluation, students study ways in which the outcomes of learning activities developed in the first two units can be appraised.

The actual time given to what can

be called direct instruction in audio-visual materials and methods is no more than would be given if the same area were covered by a separate course. But there is reason to believe that the core program is much more effective than a separate course.

In the first place, the study is given a place of importance in the experience

of every student. Second, the close collaboration of the instructors ensures a constant re-emphasis of the learnings of each unit.

An audio-visual laboratory is maintained for the general use of students. It is not considered sufficient for students to devote only part of one semester's core study program to audio-visual materials and methods. In the laboratory they can keep in practice by operating equipment; they can look at audio-visual materials and catalogs of materials, and they can get advice about audio-visual matters.

Increasingly during the last year faculty members have referred students who are preparing practice units of study or group and individual reports for their classes to the audio-visual laboratory for aid in locating suitable materials. With the approval of the instructor concerned, the audio-visual laboratory also will order rental and free materials from sources outside of Drake for use in class reports.

Instructors stress the use of audio-visual materials in all methods courses. Through an approach completely outside the audio-visual unit the student

gets some of his most valuable information and experience in the audio-visual area.

In the unit on children's literature, students become acquainted with a wide variety of recorded materials, learn of ways they can be used and find out how recording equipment can be used to good advantage. So completely "visualized" is the instruction given in the classes in science education that these classes are sometimes mistaken for the audio-visual workshop.

Throughout the college of education, this approach is being given so much emphasis that audio-visual materials are regarded, with other instructional aids, as fundamental to the whole job of teaching. The actual audio-visual unit is spared the load of entire responsibility for the attitudes and learnings of student teachers with regard to the use of audio-visual aids, a burden such courses had been trying unsuccessfully to carry at Drake in the past.

It is also necessary that audio-visual materials and methods be used in every class in teacher education. Probably the most important single reason why such tools are not being used, or are used poorly, by the great majority of teachers is that the teachers themselves were not taught through the use of audio-visual materials.

When these learning aids are used correctly in all education classes and workshops, good evidence of their value is offered, opportunities are provided for students to observe and take part in practical methods of classroom utilization, and students become familiar with common types of equipment. To accomplish this goal, the following is being done:

An audio-visual coordinator on the staff of the college of education is charged with the responsibility for acquainting other members of the faculty with audio-visual materials in their areas of instruction. Content summaries of films and other audio-visual materials of possible value are brought to the attention of instructors, and previews of new materials are frequently arranged at the convenience of individual professors.

Through the University Office of Audio-Visual Services, which also is centered in the college of education, audio-visual materials and equipment are made available to instructors. When necessary, the services of operators are provided. To obtain either materials or equipment, a staff member



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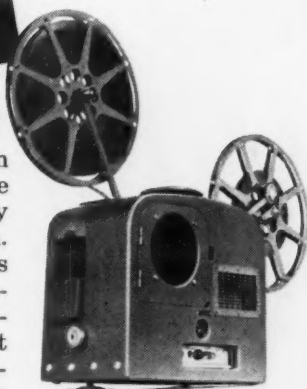
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need only call or write to audio-visual services.

If materials available at the university are to be used, the request can be filled on one day's notice. If materials have to be ordered from outside of the university, time must be allowed for ordering and receiving the materials.

A library of audio-visual materials is being developed on the campus for use by instructors and students. Since the effective use of audio-visual materials is difficult unless the instructor can get what he needs when he needs it, a good campus library is a must. At the

present time the audio-visual library includes sound and silent 16 mm. films, 35 mm. slide films, 2 by 2 inch slides, 3 1/4 by 4 inch slides, and recordings.

In summary, the audio-visual teacher education program includes these ways of giving desired instruction and experiences in the area:

First, each student receives basic instruction in the use of audio-visual materials and methods, is acquainted with useful materials and sources of materials and is given an opportunity to continue the development of these understandings and skills.

Second, faculty members make extensive use of audio-visual materials and methods in guiding experiences in all teacher education classes.

It is too early to make a valid appraisal of the worth of an approach to the problem of giving teachers adequate education in the use of audio-visual materials which is still in an experimental state of development.

TOO EARLY FOR APPRAISAL

No aspect of the total plan is new, since all aspects have been used as methods of teacher training in other situations. If anything is new, it is the completeness with which various approaches to this education problem are being used together to accomplish desired training in the audio-visual area.

The experimental development of the new "elementary education core study program," the cooperation of an able and interested staff of instructors, and generous support by the university of the new audio-visual laboratory and the audio-visual services office are making possible a broader kind of teacher training in audio-visual education.

It should enable Drake to send out teachers who know what they need in the way of audio-visual materials and equipment, who will be quick to ask for what they need if they do not have it, and who will make good use of it when they get it.



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No school system of its size in this country is receiving more free radio time than are the schools of Salida, Colo., through the recently opened station KVRH, Supt. L. A. Barrett believes.

Every Monday night the high school journalism class presents a fifteen-minute broadcast of school news. Students also edit and prepare news summaries which are read over the air each night other than Monday.

On Wednesday evenings grade or high school classes present a fifteen-minute musical broadcast, usually from the school music room, by remote control.

Radio personnel visits classrooms each Tuesday and Thursday morning to present "visit your schools" programs, which usually last about half an hour.

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The School Cafeteria

Dallas administers its 72 lunchrooms through

A CENTRALIZED SYSTEM

FRANCES WELCH

Director of School Lunchrooms
Dallas, Tex.

IN THE city of Dallas, Tex., seventy-two lunchrooms in senior, junior high, and elementary schools are controlled through a centralized system. At the board of education headquarters are a purchasing, a maintenance and an accounting department with which the lunchroom department cooperates. The staff of the lunchroom department consists of a director, a supervisor of training and personnel, a food supervisor, and five area supervisors.

From its general budget the board of education provides space in school buildings for lunchrooms, installs the plumbing connections to the outside walls of the lunchroom and furnishes the water. All of the large equipment in the kitchen and the dining room furniture are purchased by the board of education for initial, permanent installations. The lunchroom department is charged with all other expenses, including a percentage of the expense of the purchasing and accounting departments, all repairs and replacement of existing equipment, food, salaries, fuel and power, depreciation, and other miscellaneous items, such as armored motor service and rodent and insect extermination service.

SETTING THE FINANCIAL PATTERN

We are responsible for constructing a budget in April or May for the ensuing year. The budget is submitted to the administration and the board of education for discussion, alteration or approval. This budget sets the financial pattern for the operation of the entire lunchroom department.

From the point of view of our public, the pupils, teachers and principals the menu is the all-important item. The menus are made at the central office by the menu committee, which consists of the food supervisor, as chairman, and the five area supervisors. The menu offers a soup, a plate lunch, salads, desserts, milk, fruit juices, and ice cream. A plate lunch consists of meat, two vegetables, bread and margarine. All other items are sold à la carte. We are concerned often about the number of pupils who make a poor selection when à la carte items are offered, but this service has been found to be most acceptable in our schools.

Each manager sends food requisitions to the office each week, ordering meat, fresh produce and frozen foods weekly for semi-weekly delivery; once every two weeks she sends requisitions for canned goods, staples and spices. Milk, bread and ice cream are ordered daily by each manager.

All food purchases are made according to our own specifications. In the case of canned goods, bid blanks listing the items, the quantity of each item, the quality, size and pack are sent to all wholesale houses. Each bidder submits samples which are drained, weighed and sampled. Each item is then selected according to the quality and price. During the school year we closely check food items against the approved list of brands chosen.

At present, all food is bought on an open market basis, which means that we are at liberty to change from one company to another, and vendors are

at liberty to quote on any item at any time they wish to challenge another vendor. We buy milk on an open market basis, and all plants from which we buy are inspected. We obtain satisfactory ice cream by setting up detailed requirements, giving minimum ingredients.

Carefully tested recipes are given to the lunchroom managers to assure uniform products of standardized portions. Portion costs have been estimated to fit the needs of our system. New products and packs are tested by the food supervisor and one of the high school managers before they are provided for all schools.

In some schools we have a number of indigent children. The Community Chest pays for plate lunches and milk for needy children. No discrimination is made between the paying child and the indigent. The principal gives the token to the child who drops it in the coin machine as if it were money.

We require that high school managers be college trained with an institution management major or its equivalent. Every effort is exerted to employ well trained practical managers in the elementary schools. We are convinced that the better trained our employees are, the better the nutrition of the children, the better organized the kitchen, and the more efficient the operation.

ON-THE-JOB TRAINING

Therefore, we use a *continuous training program* embracing supervisory training for managers, on-the-job training for all employees, and understudy training in each lunchroom. The plans for training are formulated by the lunchroom staff and are carried out by area supervisors. They call monthly managers' meetings designed to increase technical skill, to improve work organization, and to cope adequately with employee and job relations problems.

The lunchrooms in the Dallas schools are well equipped. Such mechanical devices as slicers, mixers, dishwashers and choppers are provided for each school. There are compartment steamers, steam jacketed kettles, and bake ovens in all large elementary and high schools.

In the broad field program of the school, we feel that we have as much to do with Suzanne's successful progress card as the teacher has and that credit for the successful health program should be partly ours.

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Our experience with **PLASTIC DISHES** in institutional feeding

HARRY E. STEWART

Director of Dining Halls
North Carolina State College

AREPORT on the advantages and disadvantages of plasticware for institutional use is limited naturally because of the comparatively short time that plasticware, in the form of cups, saucers, plates and bowls, has been on the market.

We put our first plasticware dishes into use June 15, 1947. We were apprehensive about the way they would be received by the student body. However, we soon realized our fears were groundless; we even had members of the faculty ask us where they could purchase the dishes, as they looked so clean, white and sanitary that the teachers wanted some for their own use.

Gradually we have been won over to plastics and are now using the ware almost entirely in the dining halls. Features that we in institutional food service are most interested in are the stacking qualities of the dishes and their chipping and breaking points, and whether or not they stain easily and wash well. I shall take up these points one at a time and report our results.

Stacking Qualities. We can stack seventeen plastic B-44 soup bowls in the same space in which we can stack four china bowls. We found that the CS-77 saucers do not stack well by themselves. However, when we stack saucer-cup, saucer-cup, one on top of the other, they stack well. The CS-41 plastic saucers, on the other hand, stack excellently. Cups stack about the same as china cups—no better. We also find that we can stack seventy-six 10 inch plastic plates in a space in which we can stack only thirty-three china plates.

STACKING IMPORTANT

Stacking is an important factor in the operation of our cafeteria counters, as is the amount of space taken up

by these dishes. The more plates and bowls that can be stacked on our cafeteria counter shelves, the easier it is for the dishwashers to keep a supply at the counters. It means that they can handle the dishes less rapidly and therefore reduce unnecessary chipping and breakage. Before we used plastic plates, we had a difficult time keeping our counters supplied with dishes; now this is no problem whatsoever.

Eye Appeal. We were pleased to find that we can buy plasticware in a fine color variety in subdued tones. This is especially desirable in a cafeteria type of service in which eye appeal is emphasized.

Ease of Handling. Because of the fact that these plastic items weigh so much less than does china, they are much easier to handle, both in the dining hall and at the dishwashing stations. We use trucks in our dining halls and stack the plates and other dishes on large trays. While using china, we had to have a man at the dishwasher to help lift these trays off the trucks. Now we have dispensed with his services entirely; our bus boys can easily lift a full tray themselves.

Chipping and Breakage. In using plasticware we do not have the chipping and breakage that we had in chinaware. The North Carolina Health Department strictly forbids the use of a dish that has been chipped or cracked, whether it be vitrified china or not. This meant that sometimes chinaware that had been in use only a few days was no longer acceptable.

Because of the large number of meals served in the dining halls, we were not able to give the dishes the careful attention that was necessary in order to avoid chipping.

Chipping is practically nil in plasticware. However, we have found

the plates do split in the middle after they have been in use for a long period of time. But we can rest assured that it will be a long time before a piece of plasticware reaches a stage that is not acceptable to the health department.

Heat Retention. We formerly used china mugs exclusively for coffee, but we find that it is much easier to keep coffee hot in the plastic cups. In fact, it was virtually impossible to serve a cup of hot coffee in a china mug, as all of the heat was consumed in warming the mug. The coffee in the plastic cups stays hot throughout the meal.

Less Noise. Another good feature of plasticware is the fact that it is much less noisy than is chinaware.

We have been talking about the good qualities of plasticware, but it also has its disadvantages. The first cups we bought split near the handle, because, I believe, of heat shock. However, we have some now that have been in use for thirty days and so far we have noted no splitting near the handles.

Then, too, we find that the dishes, especially the cups, acquire a stain after being in use a short time. However, this stain is easily removed.

We also find that, after they are in use for about thirty days, we can discern knife scratches on the face of the plates, and that the brown plasticware dishes take on a dull appearance after being in use a short time.

I realize that the initial cost of plasticware is higher than that of chinaware. But on many items it will run only about a dollar more per dozen. The difference in this initial cost is saved many times over because of smaller breakage expense.

My experience with plasticware is necessarily limited. However, I do feel that I can recommend its use in institutional service wholeheartedly.

Maintenance and Operation

Helping the **CUSTODIAN** keep his **RECORDS**

THE application blank for employment usually is the first record filled out by a custodian. His first dislike for record keeping is born when he fills out such a form on which the lines are single spaced. Most custodians require double spaced lines on which to write their best.

This application for work might contain a question about the man's willingness to keep records and to study in classes which might be organized for custodial training.

Some card or record sheet for reporting time worked should be used where men work on an hourly basis and are asked to work overtime. Here, simplicity should be the rule, with blanks to be filled out labeled clearly.

JULIUS BARBOUR

Assistant Professor, Building Maintenance
Michigan State College

When school begins, the custodian should write and file with the building principal his schedule of work. An hour by hour account of his activities, particularly room, corridor and locker room sweeping, firing duties, and lunch hour, is of value.

When there are night activities in buildings, the custodian's cleaning work may be interrupted constantly because of the necessity for policing the building.

One answer to the problem of control of school property is to accept the

premise that the custodian is a reporting rather than an enforcing agent. Then responsibility for seeing that night users of buildings do not roam halls and damage the property rests with the director of night school and the agency sponsoring the evening meeting. The sponsoring agency is responsible for discipline, and the rôle of the custodian is that of reporter of good use or abuse of building privileges.

The form printed here may be of value, provided it gives space for praise as well as for criticism.

To list the amount of fuel used, the custodian needs a record form. Weighing one wheelbarrow load of coal and subsequently recording the number of loads used per day often will suffice. Having the custodian-fireman record the outside temperature is unnecessary, as weather stations have more nearly accurate information, including the "degree-day."

FINDING COSTS OF NIGHT USE

Reading and recording electric, gas and water meters at least weekly is a custodial duty for which forms should be provided. If the school wants to learn the cost of night use of buildings, the custodian should take these readings just before he leaves on a night when the building will not be used and again when he comes to work the next morning. Then readings may be taken at similar times when the building is used at night. This will reveal how much should be charged to the night activity.

Calculating heating costs is more difficult. One method of estimating heating costs is to divide fuel and firing costs by the number of hours and arrive at an hourly charge basis.

UNION STREET SCHOOL UNIONVILLE, FLORIDA

Date: Mar. 14, 1949 Rooms: 209 and Gym

Group: Troop 12 Boy Scouts

Comments: Left shower room in good order. Chairs and tables ok.

Left building 1/2 hour after agreed time.

Custodian: J. Barlow

Form on which the custodian reports any damages to the building during its night use. It provides space for praise as well as criticism.

Mosaic's

LOCKART METHOD!

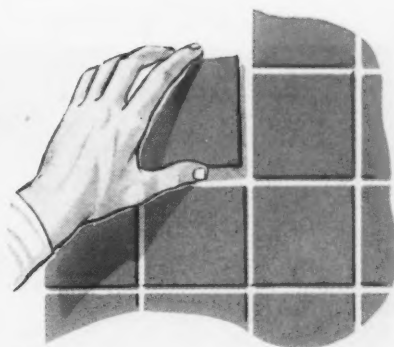
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way for you to have

TILE floors and walls

2

THEN—LOCKART EXPANSET FOR PERFECT ADHESION—Expanset is a clean, white cement suitable for all types of ceramic tile. Either the Float-Bed or Buttercoat method of setting may be used.

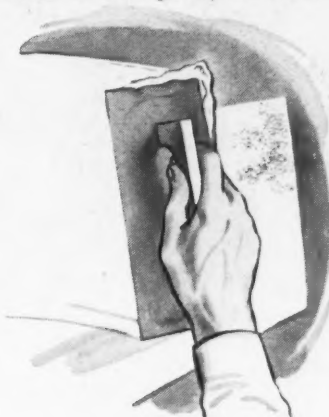


3

FAST APPLICATION . . . FAST SETTING—This modern, streamlined way of installing Mosaic tile speeds up the work—and costs less!



QUICK, EASY PRIMING — The Lockart Method permits direct application right over plaster, brick, metal, concrete or plaster wall-board. First, a coat of Lockart Primer is spread over the wall surface.



Today Mosaic's exclusive LOCKART method is being used for tile installations from coast to coast—in modernizing all kinds of areas in all types of buildings.

The LOCKART method saves you time, money and labor. Application costs on new work are reduced as much as 30%. You'll save up to 40% on renovations. You get rooms back into service in record time, or complete new work *faster*.

*REDUCE MAINTENANCE
WITH MOSAIC TILE*

Distinctive Mosaic tile installations offer beauty that doesn't fade or need renewing . . . assure years of heavy traffic without upkeep. Use Mosaic's wide line of ceramic tile to modernize bathrooms, rest rooms, kitchens, corridors, lobbies, etc. Mail the coupon today or consult the Mosaic dealer or office nearest you.

*NO METAL LATH OR
SCRATCH COAT REQUIRED*

No structural changes are necessary with Mosaic's LOCKART method. Furthermore, there's no dirt—no mess. And LOCKART Expanset dries fast and reduces the load on the wall as much as 50%. Shear tests conducted by the U. S. Testing Laboratories demonstrated that Mosaic tile, attached to plaster wall-board with the LOCKART method, withstood shearing pressure equivalent to about 2800 lbs. to the square foot!

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DEPT. 3-6

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—Send name of nearest Mosaic dealer.

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BUSINESS _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____

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A very practical help to custodians in recording meter readings is to have the first of the month's blanks at the bottom of the page, the second above it, and so forth. Thus, the custodian can subtract one day's reading from another's by putting a piece of paper under the reading from which he wishes to compute. This means that errors in copying to another paper are not added to those which might occur in subtraction.

Somewhere in his records the custodian should be able to find the number of square feet in his building, the

make and size of the motors in his building, and the bulletins issued during the present year by his building principal.

In one school an eighth grade arithmetic class provided the custodian with a statement of the amount, in square feet, of floor space needing cleaning and of wall areas needing painting.

Accident report blanks should be given to custodians as well as to teachers. These blanks should be due at the office not later than twenty-four hours after the custodian has witnessed an

accident to a pupil, teacher, fellow worker, or school visitor. Of particular importance is a blank with plenty of room in which to write the names, addresses and phone numbers of witnesses. Wise custodians start these reports on their way at once as they often are needed before the end of a school day.

Records of use of supplies can be simplified in this manner. A sheet of paper can be attached to a drum of floor seal when it is delivered. When any seal is removed the date, amount and place used can be written on the paper. If the paper is removed and filed when the drum is empty, a written record is then available for future reference.

Requisition lists for the coming school year should be compiled by custodians in January and be due at the purchasing agent's office by February 1. A printed list of items, giving their size, color, grade and weight, will assist the custodian, who remembers these items by description rather than by name.

If the purchasing agent orders items early in the year, he can take advantage of sales and seasonal deliveries and share carload shipments with other schools in his area.

In cases where freight deliveries are made directly to schools rather than to a central warehouse, there should be a definite policy as to who should sign the freight bill of lading.

HOW SCHOOL HEAD CAN HELP

The custodian is an honest, hard working man, and it is the duty of the school administrator to assist him in record keeping by:

1. Furnishing simple rather than complex forms.
2. Helping him fill out the first samples of new forms when they are put into use.
3. Making sure that the lines are large enough for him to see and that there is room for him to write.
4. Calling for records periodically and assuring him that they are read and acted upon rather than filed for future use.
5. Revising the record form occasionally after having solicited suggestions for changes from the custodians who are to fill them out.
6. Making sure that so impersonal an instrument as a written record does not mean an end of personal contacts with custodians and frank discussion with them of their problems.



3 GYMS IN ONE

From Coast to Coast the HORN FOLDING BLEACHERS AND HORN FOLDING PARTITIONS are making one Gym do the job of three. With emphasis on careful planning Horn offers a "tested" solution to gym problems.

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A complete book with photographs, plans and specifications.

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CUSTODIAN'S HANDBOOK

THE SCHOOL CUSTODIAN'S HOUSE-KEEPING HANDBOOK. By Henry H. Linn, Leslie C. Helm, and K. P. Grabarkiewicz.

THIS book is an excellent source of information for the school custodian, the school principal, and other school officials who have responsibilities in the field of building service.

School building service employees have positions of importance and re-

sponsibilities that call for facts and full knowledge of various activities. This book is a specialized one and covers many different activities of house cleaning and care. It is full of practical ideas, many no doubt obtained from experience. The procedures recommended, such as the one for sweeping a room, have been carefully illustrated step by step.

Responsibilities of school building employees, public relations, personal

appearance, tools and equipment, materials used for house care, schedules of work, fire prevention, economics in building services, care of floors, classrooms, glass, light fixtures, chalkboards, erasers, hardware, walls, ceilings, furniture and toilets, inspection service, and vacation work are all treated, with various schemes suggested for superior service.

CREATES GOOD WILL

Units that especially appealed to me were those on responsibilities of school building employees, employee relationships with pupils, teachers, the principal, and the public, the custodian's personal appearance, inspection service, and helpful hints for the school custodian. The care of approximately \$12,000,000 worth of school property is no small job; protecting it from waste, wear, tear, accidents and fire is a major undertaking. The effects of general cleanliness upon the health of teachers, the public, and pupils are important; high standards are necessary. The art of creating good will means much to the nation.

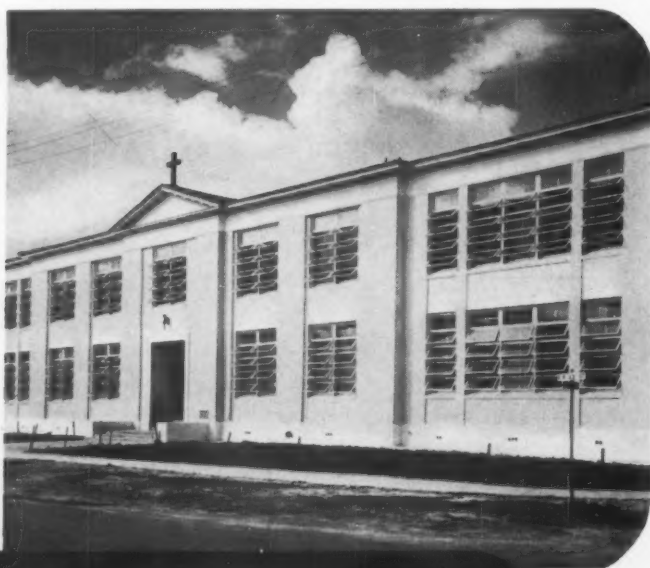
Sometimes the teacher and the public get the idea that housekeeping in the school system is of little value or importance. This book will do much to correct that view. One of the important results of improved educational practice is the improvement of school building facilities.

The lasting marks of depreciated vitality and physical and mental defects are deeply carved upon an individual; it behooves a school system to do all that it can to maintain school facilities of a superior order. This book should challenge alert, capable and well trained custodians.

RECOMMENDED FOR READING

It is to be hoped that the authors, who, all realize, are high authorities in their field, will continue to work and give us more books on heating plant problems, general repairs, lawn and playground work, and other buildings and grounds' services.

There is little or nothing to criticize in the book. I find it attractive, readable, interesting and sensible, and I recommend it to all school administrators who keenly realize their responsibilities to their communities and who wish to improve standards of service in the school building field.—LORING C. HALBERSTADT, *director of business and research, public schools of Terre Haute, Ind.*



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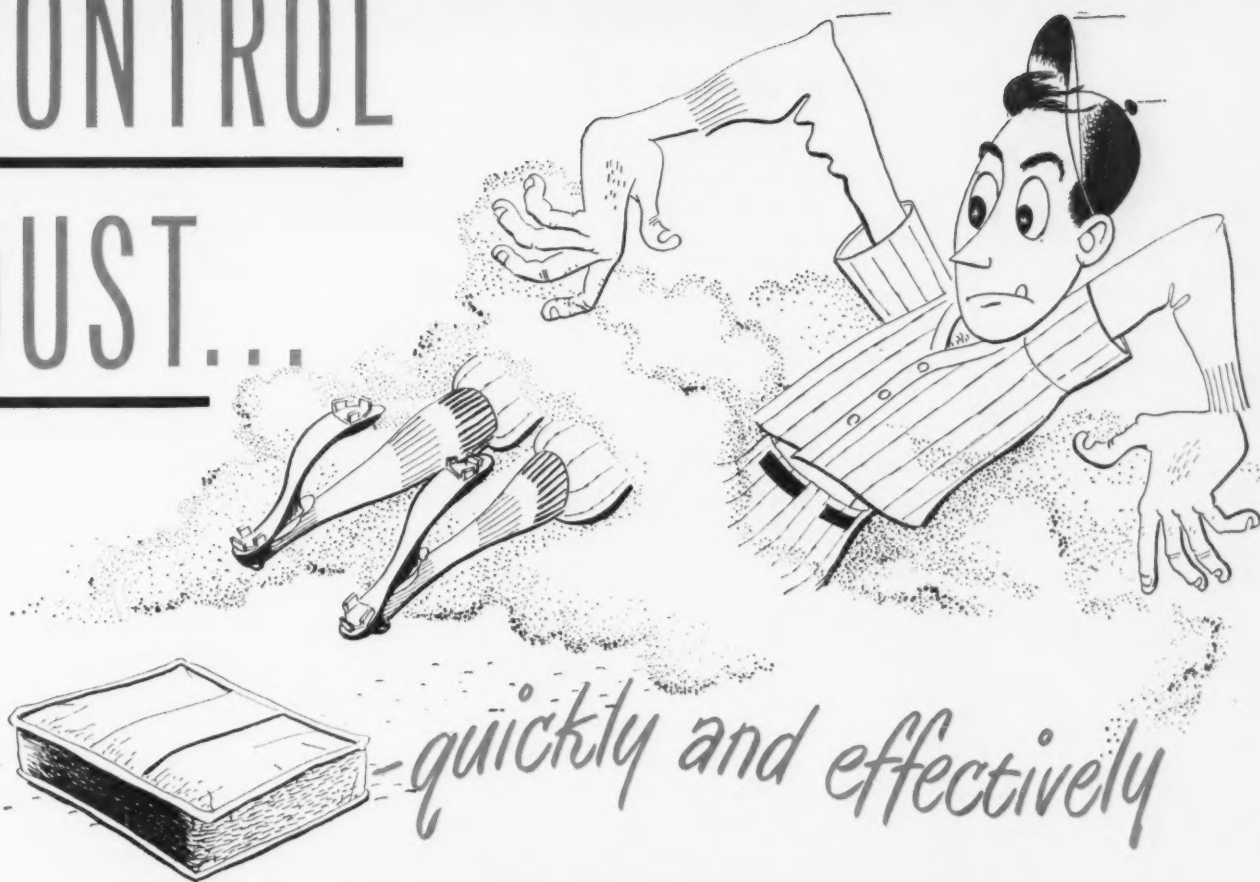
. . . yet provide adequate light and ventilation. Operation is by a small handle which can be removed to prevent tampering. The design of the sash discourages the desire to lean out. These windows are also excellent for auditoriums and gymnasiums. Economical for clerestory construction.

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HIGHLY EFFECTIVE—Gulf Sani-Soil-Set eliminates dust annoyance completely immediately after application. No long waiting periods are necessary before the ground is ready for use. The dust allaying effect is accomplished by the action of the compound in adhering to and weighing down dust particles.

LONG LASTING—Because of its extremely low volatility and insolubility in water, Gulf Sani-Soil-Set remains effective for long periods. One application per season or year is usually sufficient.

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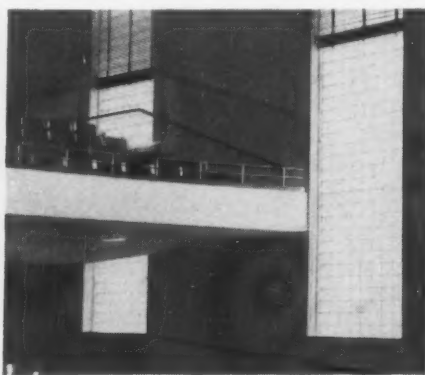
PC GLASS BLOCK panels blend harmoniously with exterior design . . . provide good daylighting for interior stairways. Where there is student traffic, better light means fewer accidents.

Carleton School, Milwaukee, Wis.
Architect: Charles F. Smith

▼ To make the most of daylight . . . to provide it in such quantity and quality that it will be fully useful, as well as comfortable, is the fundamental purpose of PC Functional Glass Blocks. In classrooms, especially, they perform the valuable function of giving efficient interior daylighting on all exposures. They divert incident daylight to the reflecting ceiling, from where it is diffused and distributed evenly to all parts of the room. Thus "raw" daylight is properly controlled and made completely usable. And studies in hundreds of such classrooms have proved that PC Functional Glass Block panels help to safeguard our youth's eyesight . . . promote students' efficiency.

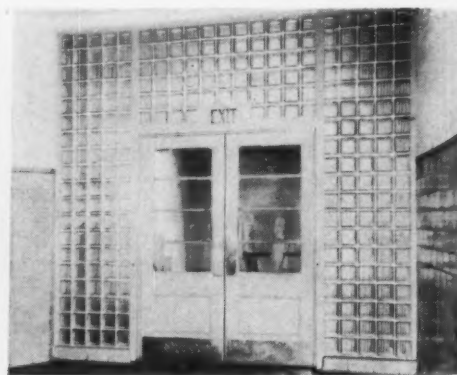
But PC Glass Blocks—in functional or decorative pattern—offer many other important advantages: They provide architectural beauty. They drastically reduce heating and air-conditioning costs, because they have twice the insulating value of ordinary single-glazed windows. They require no expensive repairs, replacement or painting—a sizable item with common sash. Harmful dust and grit cannot filter through PC Glass Block panels. Large panels of PC Glass Blocks can be cleaned as single units, thereby cutting cleaning time and costs. They afford greater privacy . . . cut off unsightly and distracting views . . . confine inside noises and exclude outside sounds.

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IN THIS AUDITORIUM, PC Glass Blocks admit plenty of clear, natural daylight for study sessions and assemblies. These panels deaden outside noises—thus improve acoustics. And they eliminate cold drafts . . . shut out distracting views.

Johnny Appleseed Junior High School,
Mansfield, Ohio
Architects: Althouse & Jones

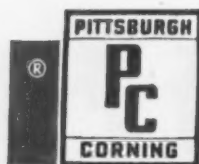


MANY SCHOOLS are using PC Glass Blocks for a large variety of applications, including smoke screens to separate corridors from stairwells. Such panels provide for pupils' safety yet transmit abundant light for good vision.

Northampton High School, Northampton, Mass.

Architect: J. William Beal & Son;

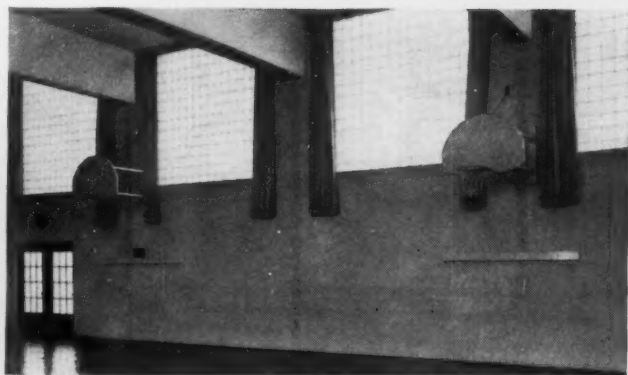
Associate Architect: Frank A. Mahoney



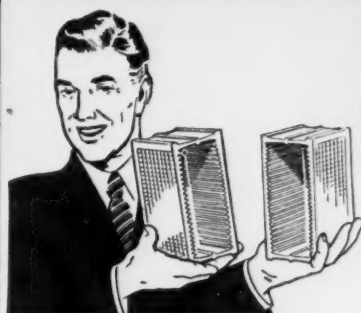
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The NATION'S SCHOOLS



GYMNASIUMS ARE SAFER when PC Glass Blocks are used to solve problems of proper lighting. The individual glass units are not easily broken. Besides, their excellent insulating properties materially help in reducing heating and air-conditioning costs. Carleton School, Milwaukee, Wis. Architect: Charles F. Smith



It's hollow!

This forms a partial vacuum, or dead-air space, which gives PC Glass Blocks twice the insulating value of ordinary single-glazed windows.

BY ASSURING a plentiful supply of softly diffused daylight throughout the room, PC Prism Glass Blocks relieve eyestrain among pupils and staff. Note how the wall farthest from the panels receives its share of adequate illumination. Stratfield School, Fairfield, Conn. Architects: Lyons & Mather

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NEWS IN REVIEW

New Bills on Education Flow Into Congressional Hoppers . . . Freedom Train Will Continue . . . School Enrollments to Increase Until 1958, Census Bureau Says . . . McGrath Confirmed as Commissioner of Education . . . Lectures to Inform Parents

Congress Receives More Proposals on Education

WASHINGTON, D.C.—New bills seeking action on behalf of education continue to flow into Congressional hoppers. Among them are proposals to:

1. Exempt from income tax the annuities received by retired teachers and other public workers. The amounts to be exempted vary from \$1440 to \$2500. More than a score of bills on this subject have been introduced.

2. Use Finland's payments on the principal or interest of its World War I debt to the United States for the education and training of Finnish students in this country.

3. Authorize a four-year college education for children of World War II veterans who died in service.

4. Enable students planning to enter government service to serve an internship in executive departments.

5. Permit mailing of correspondence lessons at the rates of third- and fourth-class matter.

Congress, tied up with labor and filibuster legislation, gave scant attention to major or minor educational bills during the first sixty days of its session.

Freedom Train to Continue Under New Law

WASHINGTON, D.C.—The Freedom Train will continue to travel across the United States until July 5, 1951, under a law signed by President Truman March 3. A Freedom Train commission will review travel schedules and

exhibition plans formulated by the archivist of the United States.

Congress appropriated \$2,500,000 for operating the train until 1951. Part of the funds are to be used for reproducing the train's historic documents for free distribution or sale at low cost.

Census Bureau Predicts Enrollment Increases Until 1958

WASHINGTON, D.C.—New forecasts of school population trends and enrollments have been announced by the U.S. Bureau of the Census.

Enrollment in elementary and high schools is expected to increase steadily until about 1958, when more than thirty-four million will be in school.

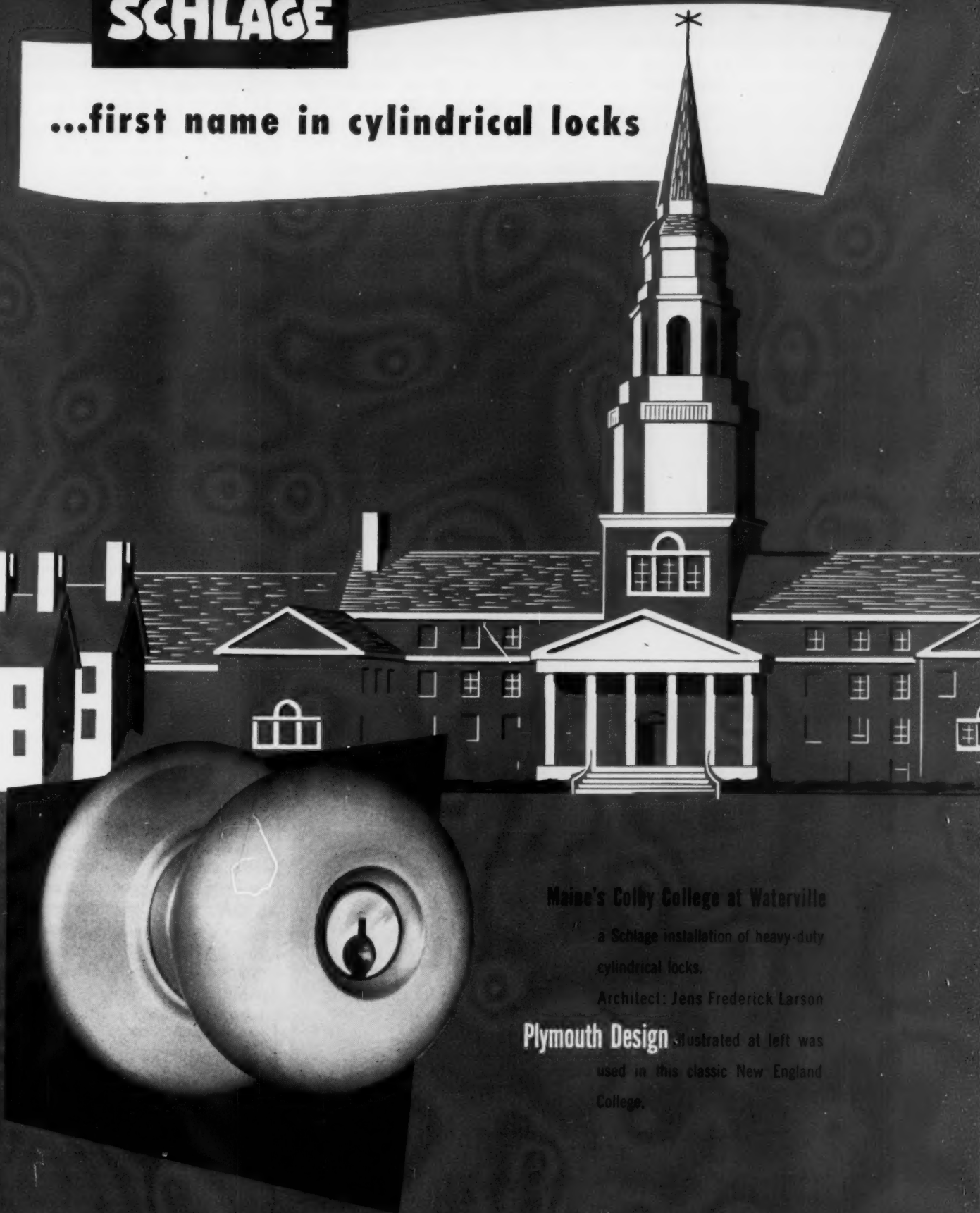
The Bureau of the Census said that peak enrollment in elementary schools



Officers of the American Association of Colleges for Teacher Education were elected at its annual convention in St. Louis February 24 to 26. They are (front row, from left): secretary-treasurer, Pres. Charles W. Hunt, State Teachers College, Oneonta, N.Y.; president, Dean W. E. Peik, College of Education, University of Minnesota; vice president, Pres. John G. Flowers, Southwest Texas State Teachers College; retiring president, Pres. Walter E. Hager, Wilson Teachers College, Washington, D.C.; (back row, from left): chairman of the committee on studies and standards, Pres. Otto W. Snarr, State Teachers College, Moorhead, Minn.; members of the executive committee, Pres. Robert G. Buzzard, Eastern Illinois State College; Pres. Robert E. McConnell, Central Washington College of Education; Dean L. D. Haskew, College of Education, University of Texas; Dean Ernest O. Melby, New York University School of Education, and associate secretary, Warren C. Lovinger, State Teachers College, Oneonta, N. Y.

SCHLAGE

...first name in cylindrical locks



Maine's Colby College at Waterville

a Schlage installation of heavy-duty cylindrical locks.

Architect: Jens Frederick Larson

Plymouth Design illustrated at left was used in this classic New England College.

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NEWS...

is expected in 1957. In that year 26.5 million children will be enrolled in Grades 1 through 8. Peak year for high schools will be 1960, when eight million students will be in school.

Mainly responsible for the swelling enrollments will be a large number of births.

The Census Bureau adds: "For many communities births will not alone determine whether, and to what extent, elementary school enrollment will increase or decrease. Internal migration

may, in some instances, swell school enrollments even more than do differences in the annual number of births and, in other instances, deplete school enrollments.

"It is important to note that by 1957, according to forecasts, elementary enrollment will be about 46 per cent greater than in 1947. Thus, even schools with facilities adequate to take care of all new enrollees in 1947 may very likely require a program of continuous expansion up to 1957."

Senate Confirms McGrath as Commissioner of Education

WASHINGTON, D.C. — Earl James McGrath was confirmed by the Senate March 5 as the eleventh U.S. Commissioner of Education. He will enter on his new duties immediately.

Born in Buffalo, N.Y., Dr. McGrath received his B.A. degree in 1928 and his M.A. in 1930, both from the University of Buffalo. In 1936 he received his Ph.D. degree from the University of Chicago. The degree of Doctor of Humane Letters was conferred on him by Coe College, Cedar Rapids, Iowa, in 1946.

During World War II Dr. McGrath had the rank of lieutenant commander in the navy and was officer in charge, educational services section, bureau of naval personnel.

In the fall of 1946 Dr. McGrath was a member of a ten-man mission that surveyed the school system in the American occupied zone of Germany.

As a member of the President's Commission on Higher Education, Dr. McGrath was concerned with extending education at all levels to the underprivileged and minority groups.

He has been a member of the National Education Association for many years and since 1946 has served on the executive committee of the Department of Higher Education.

Lectures for Parents on School Problems

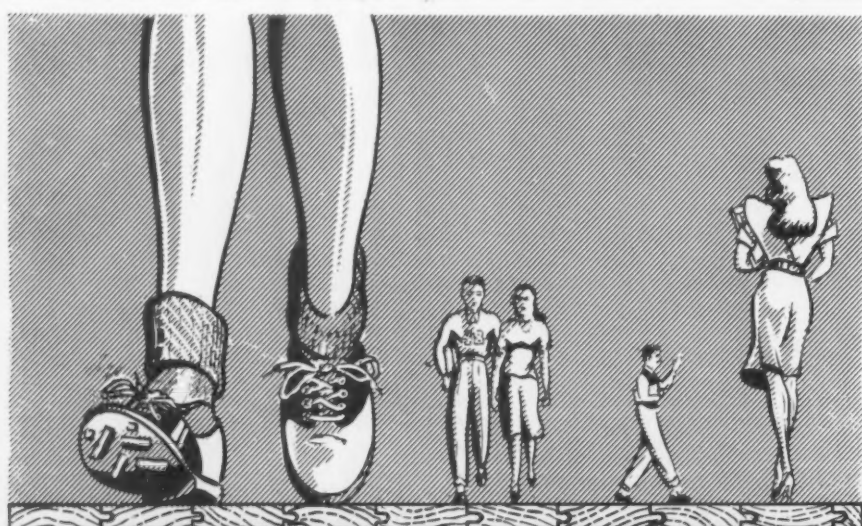
STANFORD, CALIF. — Parents will learn about school problems through a series of six free public lectures at Stanford University during March and April.

The lectures will be given by Dean A. John Bartky of the school of education and William R. Odell, former superintendent at Oakland, Calif., and now a member of the school of education faculty.

Purpose of the course will be to assist parents to understand their schools better so that they can contribute more to the improvement of public education.

Displaced Teachers' Directory

WASHINGTON, D.C.—A directory of displaced persons who are available for teaching positions in colleges and universities has been compiled by the National Lutheran Educational Conference, 736 Jackson Place, N.W., Washington 6, D.C. The conference is urging Lutheran schools to employ displaced persons as teachers whenever possible.



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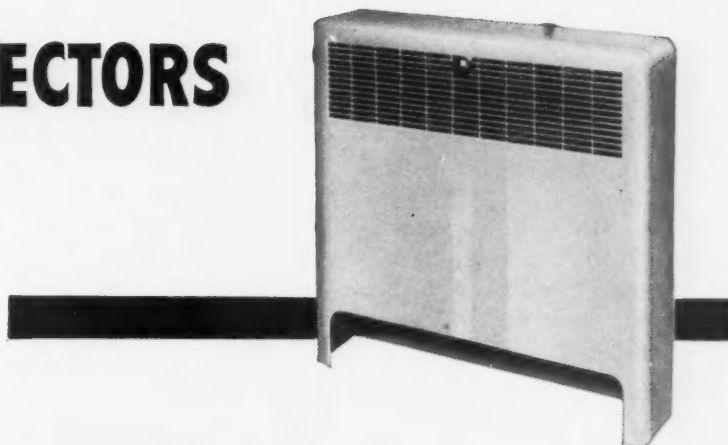
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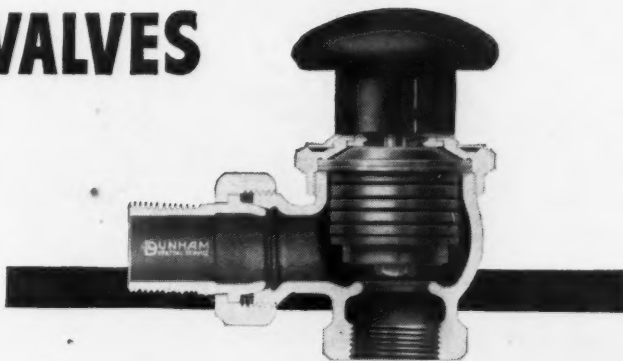
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Increase operating efficiency . . . cut your costs

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Dunham products are quality-built by heating specialists with a background of nearly half a century of experience.

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It is upon these job-proved products that the Dunham Vari-Vac heating system is based—and

it is their reliable performance that has made possible the sensational savings in fuel for which this system is nationally famous.

So—if it's value you want, if it's quality you need, if it's performance you like—standardize on Dunham Steam Specialties, Unit Heaters, Pumps, Cabinet Convectors and Baseboard Convectors.

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HEATING MEANS BETTER HEATING

AND JOBBERS IN ALL PRINCIPAL CITIES

NEWS...

Recommends Pupil Adjustment Rating to Curb Delinquency

SCHENECTADY, N.Y.—The education division of the New York State Youth Commission will recommend the use of pupil adjustment ratings in elementary public schools so that teachers may detect early signs of maladjustment.

The program appears to be "the only approach which makes sense" in the over-all effort to prevent delinquency, J. Gordon Crowe, education director of the commission, said. He believes the

classroom is "the logical place to screen children for symptoms of behavior deviation."

The pupils would be rated on chronological and mental age, ability in reading, writing and arithmetic, reactions to classroom situations, and popularity with classmates. The program is being tried experimentally in thirty-four elementary schools in central New York.

Through use of recommended techniques, teachers will be able to determine those children with behavior problems

and take measures to help them, Mr. Crowe said. He predicted that the plan would lead to "more meaningful" coordination of community service agencies.

He appealed for more awareness of mental health concepts by public school teachers. Scoring a "general lack of understanding of children's behavior," Mr. Crowe urged teachers to become "more conscious of the health needs of children, rather than of academic learning."

UNESCO Fighting Against Time, Walter Laves Says

WASHINGTON, D.C.—"There is a feeling in UNESCO that time is running out on us," Walter Laves, America's highest official on the Paris UNESCO staff, told a correspondent for *The Nation's Schools*.



Walter Laves

Mr. Laves visited the State Department offices in Washington before returning to Paris for what he described as "a busy year for UNESCO."

He said that because "UNESCO is fighting against time," Director General Bodet ruled that highest priority should go to projects which could show concrete results in 1949 and reach large numbers of people. In line with these criteria, UNESCO decided on three projects "of highest urgency":

1. Educational missions to the Philippines, Siam, Afghanistan and Syria will help strengthen the public and adult education systems of those countries.

2. Seminars in Brazil and India will seek to lay the groundwork for fundamental education programs.

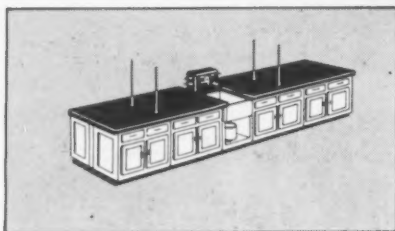
3. UNESCO also will continue its social tensions study, through which social scientists hope to discover what causes national and international tensions leading to war.

"UNESCO in Paris," Mr. Laves said, "is the focus of a large number of pressures from the forty-five member states, some of which want help in rebuilding their shattered schools, others help in improving their technological skills, still others in laying the groundwork for school systems they never had." UNESCO is trying to satisfy these requests, Mr. Laves indicated, and at the same time do all possible to minimize pressures which lead to war.

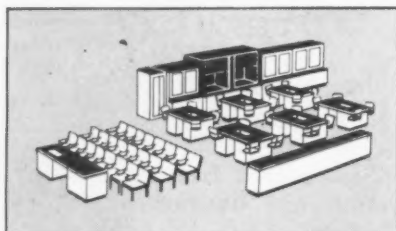


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LABORATORIES

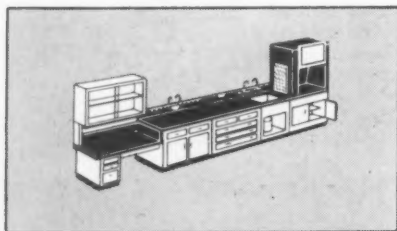
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College laboratory planning covers all sciences—Chemistry, Physics, and Biology. Planning for each department must be founded on practical experience and thoroughly efficient in every detail to assure proper and adequate facilities to meet all the requirements of various courses.

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Research Laboratories and Preparation rooms must be planned for college work. These rooms may also be included in High School planning. The wall table, desk and hood combination (illustrated) is an excellent unit for these rooms.

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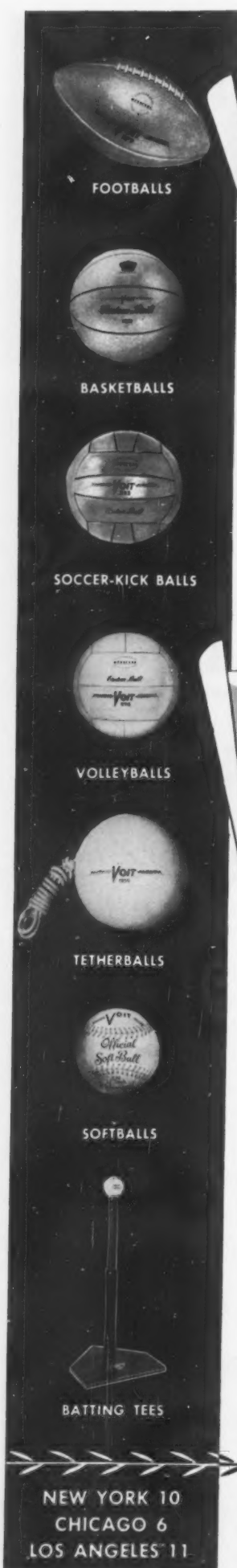
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NEWS...

International Council Opposes Secular School

COLUMBUS, OHIO.—The International Council of Religious Education opposes further development of Protestant parochial education, particularly at elementary and secondary levels.

The council, which met here in February, represents the religious education interests of forty Protestant denominations and thirty-three state councils of churches.

It unanimously adopted a report prepared by a special committee on religion and public education which asserted that increasing the number of Protestant parochial schools would be "a serious threat" to public education and to democracy.

The report declared that Protestantism had consistently upheld the principle of public education and would continue to support it, "not for reasons of expediency, nor because of institutional inertia, but because of inner conviction."

The committee's statement opposed those who "in the name of religion write off the public schools as 'godless' and who condemn them for their 'pagan spirit.'" At the same time it added:

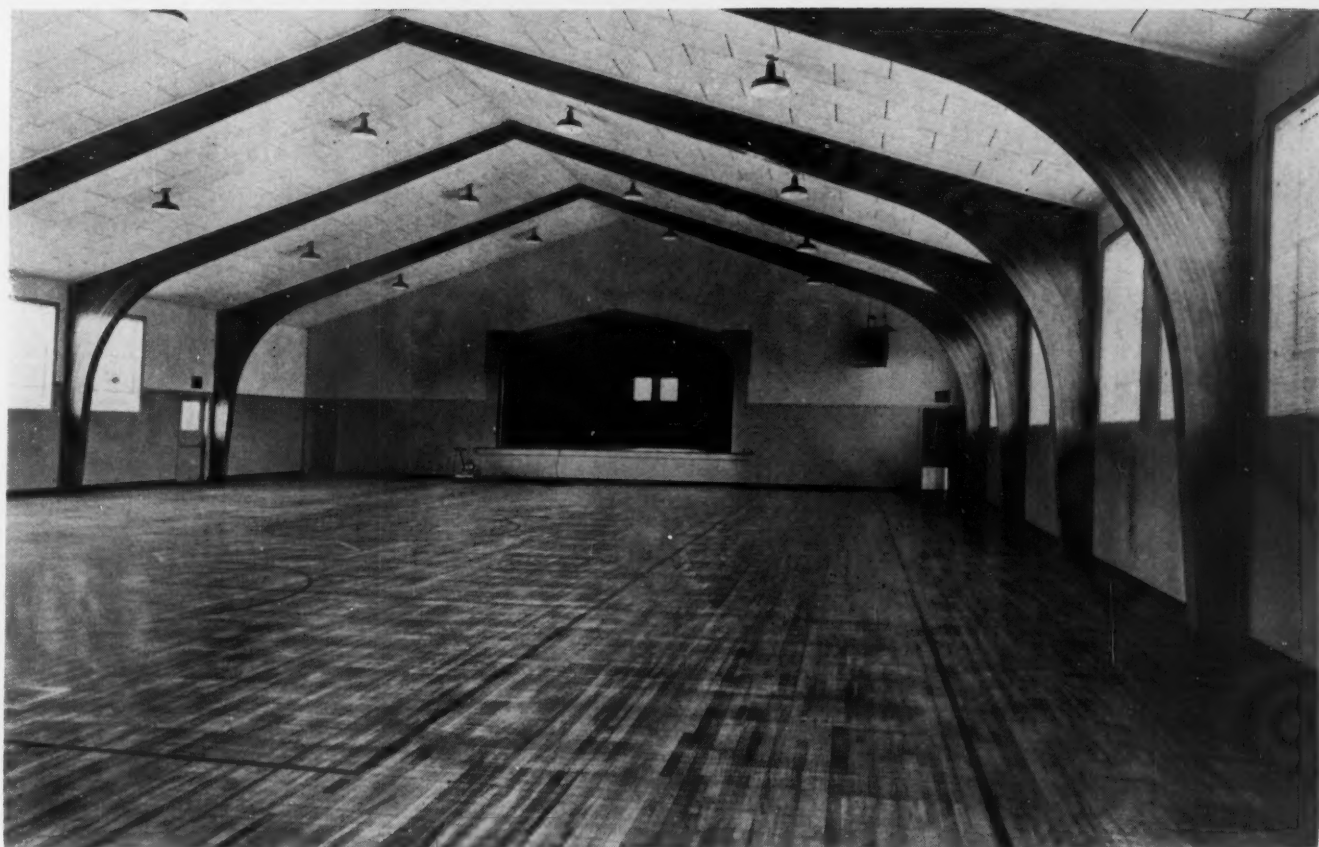
"We take issue with those who maintain that the schools must become completely secular and who encourage that secularism."

To try to avoid religious controversy through by-passing the history and literature of the Jewish and Christian religions, it asserted, is as "unwise as it is futile." Such an attempt would "emasculate" education. Nor can religious presuppositions be avoided "simply by eliminating from education subject-matter pertaining to organized religion," the report said.

Public education, the report asserted, can and should "give more explicit recognition to the fact that its own spiritual values and democratic objectives rest upon the foundation of the Judeo-Christian religious tradition," and it should "seek at all time to reinforce and build upon this foundation in the life of the school."

Dr. Carman Criticizes College Teaching

NEW YORK.—The majority of college professors do not know how to teach, Harry J. Carman, dean of Columbia college, told 300 educators attending the ninth annual forum on ed-



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Floors of Northern Hard Maple will last the life of the building. Northern Hard Maple Flooring is dense, strong, heavy, remarkably hard, supremely durable. Yet, it is definitely modern—adds interior beauty.

Important—Northern Hard Maple has a subdued grain pattern, in keeping with the changing taste, which is away from *gaudiness* in woods. And, **MFMA** flooring,

properly finished, will insure low-cost maintenance over the years.

REMEMBER: A floor of Northern Hard Maple is a *true* floor—not a floor covering. And, *truly resilient*. Northern Hard Maple's resilience absorbs shock—means less fatigue and real comfort underfoot. Schools built for permanence deserve a *true, resilient* and permanent floor. Northern Hard Maple welcomes close comparison for all-round suitability, for cost, for investment value.

Ask your architect about **MFMA** (trademarked) Northern Hard Maple, in strips or patterned designs. See Sweet's, Section 13/g/6 for catalog data.

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NEWS...

ucation sponsored by the Tuition Plan.

Most professors, he said, are dull, and frequently are uninspiring and suffer from mental inertia. Graduate schools, he held, must accept most of the blame for this situation since a man often gets his Ph.D. with honors but, when it comes to teaching, is incompetent.

A knowledge of one's subject is not enough, Dr. Carman pointed out, if the professor does not know how to put himself across in the classroom.

Foreign High School Students Make Tour of America

NEW YORK.—Thirty-four European high school students, two from each of seventeen Marshall plan nations, have made a tour behind the scenes in America.

The young student delegates, hand-picked with the assistance of their governments, were brought to the United States to take part in the *New York Herald Tribune* Forum for High Schools held March 5.

As part of their preparation for the Forum, and to enable them to learn something about the entire United States, they were taken, after nearly a month in the New York area, on a 6000 mile aerial tour of the nation.

The foreign students visited ten major cities, including Washington. At a round table discussion with American students in Dallas, Tex., it was concluded that American schools should adopt more rigid courses of study and that European schools should work more toward development of the social man through extracurricular activities.

"People continue to put boundaries around themselves and refuse to look on the other side," the foreign students decided at the end of their trip. So they have drawn up the framework of a permanent international youth organization, whose purpose is the perpetuation of good will.

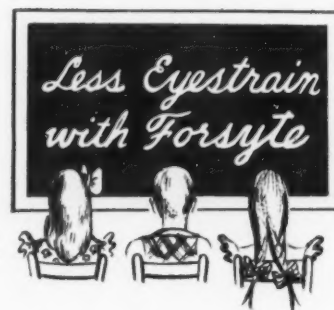
Labor Union "Professors" Teach Newark Students

NEWARK, N.J.—American Federation of Labor officials served as "visiting professors" in a one-week education experiment intended to give seniors in a Newark high school the "unvarnished truth about unions" as labor sees it.

The Essex County Trades Council, A.F.L., said the project had the enthusiastic support of John S. Herron, superintendent of schools, and other



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NEWS...

school officials, as well as of William Green, national A.F.L. president. The experiment was carried on during the week of February 28 at the East Side High School.

Forty A.F.L. officials received preliminary instruction in special classes conducted under the joint supervision of Rutgers University and the local school board to equip them for duty as teachers in the labor classes.

Each high school session started with a twenty-minute lecture by an A.F.L.

"professor" in charge, followed by twenty-five minutes of open discussion carried on with the aid of an assistant "professor."

The topics included "American labor's struggle through the years; why has labor entered politics; collective bargaining—causes of strikes; labor legislation on the state and national levels, and labor as an asset in the community, state and nation."

The council said the purpose of the course was to give students a "factual

picture of labor's rôle in the building of America into the world's greatest industrial nation" and to "help dispel some fallacies."

It expressed the hope that the experiment would be copied in communities throughout the country.

Proposal to End Segregation in Washington Schools Defeated

WASHINGTON, D.C.—A proposal that would have ended race segregation in the District of Columbia public schools was sharply debated and defeated in Congress last month.

The proposal was offered as an amendment to the annual District of Columbia appropriations bill. It would have withheld federal funds from any capital agency practicing discrimination because of race, color or creed.

Foremost in attacking the amendment was Rep. Rankin (D.-Miss.), who said: "This amendment is nothing but an effort to stir up race trouble in the District of Columbia. It will do the Negroes more harm than good by forcing them into the white schools of Washington. If you are going to adopt this amendment, you might as well kill the public schools in the District."

Supporting the amendment was Rep. Biemiller (D.-Wis.), who said: "It has long been a discredit to our country that our national capital has followed segregation. This is the place that foreign nations look to as a symbol of America. If we Americans mean what we have always said we believed, that men are created free and equal, then certainly in our capital city we should have the intelligence and the foresight to establish true liberty for all people."

The amendment was defeated by a vote of 106 to 64.

Applicants for Overseas Teaching Positions Interviewed

CHICAGO.—Applicants for principalships and for teaching positions in army sponsored schools for American children in the occupied areas of Austria, Germany, Japan and Okinawa now are being interviewed by representatives of the overseas affairs branch, civilian personnel division, Department of the Army.


Principals in the schools receive \$4479 a year and teachers, \$3727 a year. An applicant must be an American citizen and have a valid teaching certificate, a bachelor's degree, and at least two years of experience. A principal also must have a master's degree.

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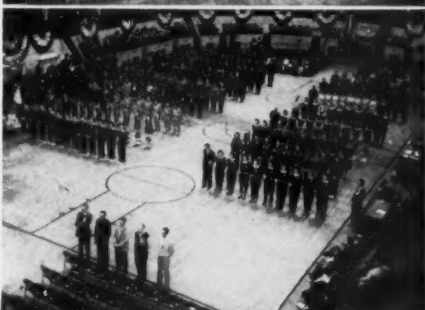
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COMING EVENTS

MARCH

25-26. Junior High School Conference, School of Education, New York University.

27-30. A.A.S.A. regional conference, Philadelphia.

27-30. N.E.A. Department of Elementary School Principals regional conference, Philadelphia.

28. American Educational Research Association regional meeting, Philadelphia.

29-April 1. International Lighting Exposition and Conference, Chicago.

30-April 1. Model General Assembly on

International Relations, Rutgers University, New Brunswick, N.J.

31-April 2. Midwest Conference on Rural Life and Education, University of Nebraska, Lincoln.

31-April 2. United Nations Educational, Scientific and Cultural Organization, national conference, Cleveland.

APRIL

4-7. National Conference on Higher Education, Chicago.

6-8. Inland Empire Education Association, Spokane, Wash.

Meeting dates for national and regional programs

13-16. Eastern Business Teachers Association, New York City.

17-22. Joint meeting, American Association for Health, Physical Education and Recreation, and Eastern District Association for Health, Physical Education and Recreation, Boston.

18-21. National Vocational Guidance Association, Chicago.

18-22. Association for Childhood Education study conference, Salt Lake City.

19-22. National Catholic Educational Association, Philadelphia.

19-22. Convention of American Association of Health, Physical Education and Recreation, Boston.

MAY

4-6. New York State Conference on Supervision, Syracuse, N.Y.

12-14. American Industrial Arts Association, St. Louis.

15-18. Fourth National Conference on Citizenship, New York City.

JUNE

14-16. National Catholic Building Convention and Exposition, Chicago.

20-22. National Conference of Student Councils, Cincinnati.

29-July 2. National Conference on In-Service Growth of Teachers, N.E.A. Commission on Teacher Education and Professional Standards, University of New Hampshire, Durham, N.H.

JULY

3-8. National Education Association, Boston.

3-8. Department of Administrative Women in Education, Boston.

3-8. N.E.A. Department of Elementary School Principals, Boston.

4-5. United Business Education Association, Boston.

11-22. Conference on Elementary Education, Department of Elementary School Principals, Boston.

11-22. N.E.A. Department of Classroom Teachers, Plymouth Teachers College, Plymouth, N.H.

25-Aug. 19. N.E.A. Institute of Organization Leadership, Washington, D.C.

OCTOBER

2-6. Association of School Business Officials, Boston.

10-12. County and Rural Area Superintendents, Memphis, Tenn.

13-15. American Conference of Teacher Examiners, Chicago.

13-17. National Council on Schoolhouse Construction, Indianapolis.

24-28. National Safety Congress and Exposition, Chicago.

31. Association of Urban Universities, Chicago.

NOVEMBER

6-12. American Education Week.

Makes a classroom ... anywhere ... in a jiffy!

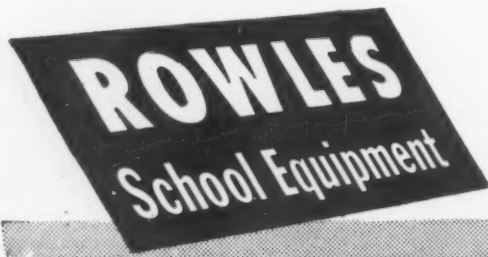


If you're faced with over-crowded classroom conditions, there's a Rowles Portable Chalkboard that can help you solve your problem . . . quickly. It'll make it easy for you to set up additional classrooms . . . anywhere . . . complete with the most important educational tool.

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NEWS...

Purpose Over Technic, Says Hoover Minority Report

WASHINGTON, D.C.—A modern personnel management policy is offered to school administrators in a minority report of the Hoover Commission task force which studied personnel management in government.

Heart of the policy is that those who supervise work of others should be less absorbed with "legalistic, procedural and paper-processing technics and more aware of the wishes, feelings and goals of the people they supervise."

The minority report was written by James K. Pollock, professor of political science, University of Michigan.

"There must be a triumph of purpose over technic," said Dr. Pollock in urging a changed approach to personnel administration in government, education and public service.

"The objectives of intelligent personnel management," said Dr. Pollock, "are to obtain competent employees and to provide for them the climate which will be most conducive to superior performance, proper attitudes, and harmonious adjustments. This is a problem of human relations, requiring an understanding of human motivation. It is a problem of satisfying the needs of individuals within the context of the organization needs.

"The employee must be made to feel that he belongs in the organization, that he is creatively, not passively, participating, and that he is contributing to its total effort. All these are factors now too much neglected but nevertheless vital to high morale in working-group situations.

"This does not necessarily imply that a certain amount of administrative routine and paper work is not essential in personnel administration, or that attempts to develop scientific measures should not be encouraged. It means that much of the ritual which now passes for science must be abandoned. It means that paper processes and the encumbrances of petty restrictive devices, largely mechanical and legalistic, must give way to a greater need, the need for developing within each agency an esprit de corps, and a mission of service."

V.A. Statistical Summary

WASHINGTON, D.C. — A statistical summary of its activities and expenditures through January 31 has been issued by the Veterans Administration.

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Only the "SOUNDMIRROR" offers all these advantages

- **Superior tone quality and fidelity**—Lifelike fidelity in voice recordings—rich depth of tone in music. There's no scratchy background or needle noise to mar the reproduction.
- **Easy to handle "Magic Ribbon"** recording tape. Cannot snarl or tangle. Compare it to almost invisible hair-thin wire used on competitive recorders.
- **Program can be "edited"**—"Magic Ribbon" recording tape can be easily cut and rejoined with cellulose mending tape to remove unwanted portions and rearrange program sequence.
- **Simplified operation**—No other recorder is so easy to operate. No complicated threading. Simple control provides for play, record, rewind, or fast forward functions.
- **Automatic high speed rewind**—"Magic Ribbon" automatically reverses and rewinds in less than three minutes... faster than any competitive recorder on the market!
- **"ACOUSTICEL" non-directional microphone**. Provides fidelity and sensitivity usually offered only in professional types.
- **Easy fast indexing**—Provision is made for returning quickly and easily to a decided portion of a recording.
- **Thirty minute recording time**—Provided by each reel of "Magic Ribbon"... ideal for school use.
- **Economy**—In addition to the reasonable first price, the economy of the "Magic Ribbon" recording tape is important to the school budget. "Magic Ribbon" can be replayed indefinitely... can be erased and reused again and again.
- **Adaptability**—The "SOUNDMIRROR" can be connected directly to a radio receiver for recording. It can be connected to the school sound system for replaying programs throughout the building.

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correction of speech defects |
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recording concerts and practice sessions for study | ★ MUSIC APPRECIATION
building musical and vocal libraries for study |
| ★ POLITICAL AND HISTORY
dramatized commentaries and current events | ★ DRAMA STUDY
classroom programs and elocution training |
| ★ SCHOOL EXERCISES
special school events and educational addresses | ★ DISCUSSION GROUPS
School society meetings and social and civic studies |



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Reader Opinion . . .

(Continued From Page 12.)

persed among some forty agencies of the federal government for administration without coordination through the United States Office of Education.—E. B. NORTON, *president, State Teachers College, Florence, Ala.*

What Do Church Groups Expect of Education?

I enjoyed the articles by Brodinsky very much. They are a splendid example of what I like to see done in a

magazine. I suggest interviews with some of the representatives of both the large and small church bodies in this country.—A. V. OVERN, *professor of education, University of North Dakota.*

Interview the Fourth and Fifth Estates

I like the new format of *The NATION'S SCHOOLS*, but I like better a certain new zest in the articles.

In addition to industry, business, agriculture and labor, I should like to see interviews with certain fourth estaters, like newsmen, and fifth estaters,

like legislators. The views of the professional newsmen, as opposed possibly to the industrialists of the news world, would be interesting. And legislators are not always known by their votes. Can you get some candid, unpolitical, unpontifical words from them?—JAMES M. SPINNING, *superintendent, Rochester, N.Y.*

Sees Boys Scouts an Experience in Democracy

My attention has been caught by the article by Herbert Lewin in the February issue of *The NATION'S SCHOOLS*.

The Hitler Youth Movement was intended to mold an entire segment of the population into a unified whole. There were fixed standards to be met—no variations were permitted. The leadership was restricted in a similar way—one in which the Germans have become very adept. Its purposes were selfish and evil—but also successful insofar as Hitler was concerned. Personally, I resent the inference that it was in any way an organization similar to the American Boy Scouts.

I do not know what Mr. Lewin's experience with the Boy Scouts of America has been, but he apparently is unfamiliar with its purposes and with the tangible results of the program that is sponsored by this organization.

The Boy Scouts of America is a voluntary organization upon a childhood level. It is interested in the development of character, manual skill, wholesome recreation, patriotism, integrity, a belief in democratic principles, and a recognition of the church and the family as two institutions upon whose soundness and stability our entire society depends.

It is unfortunate that we have many cynical educators who fail to recognize the importance of the family and the church as institutions in our society. It should be remembered that the disruption of the family and the weakening of a people's religious life have been two of the factors that have destroyed past civilizations.

In Boy Scout groups young boys have an opportunity to develop individual abilities and aptitudes. They work in committees and cooperate in groups. In the senior units each lad serves on several committees in the conduct and direction of his unit. All of these are experiences in democracy.

Most of the Scout leadership is adult. This does not necessarily mean "paternalism." These leaders are men who

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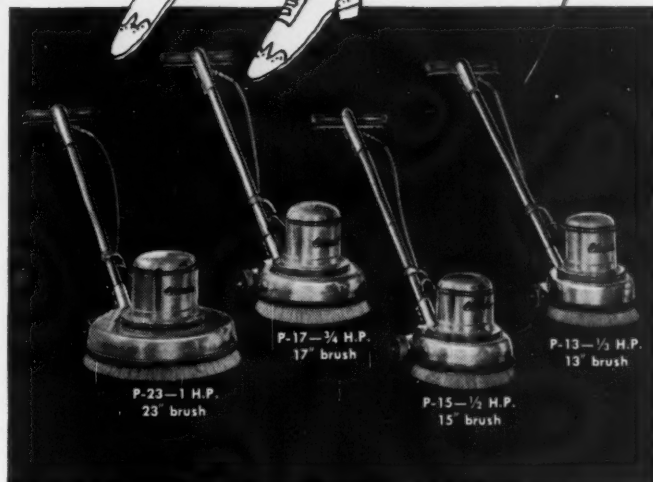
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Reader Opinion . . .

are willing to give their time for child welfare. There now are 2,250,000 men and boys connected with the Boy Scout movement. The adults learn to work together for the benefit of boys. The boys learn by working alone, by working with other boys, and by working with adults. Many things they learn not only meet an immediate interest but also serve future needs for democratic citizenship.

Naturally, the Boy Scout movement has all of the weaknesses to be found

in any voluntary organization. It draws into its service men who have not had an opportunity to take part in the activities they are helping to guide. In all of my years of experience I have seen few of these volunteer workers who were dictatorial or autocratic to the degree that they damaged in any essential way the experiences fundamental to the movement.

The professional personnel of the Boy Scouts of America has steadily improved over the years. It is extremely doubtful that Mr. Lewin's thesis that paternalism retards the Boy

Scout movement can be supported by any authentic evidence.

Those of us who have served in the Boy Scout movement believe that the results are worth the effort. We believe that we are helping to provide opportunities for boys to grow into constructive democratic citizens. We believe their homes will be better because of this experience. We believe the institutions with which they affiliate will be better because of the idealism they acquired and the experiences they had in the Boy Scout movement.

We adults are there to serve with them and to guide them into wholesome development which will provide a better citizenship. We recognize that many times there is much fumbling in our guidance of the experiences of these boys. We should like to point out, however, that one of the characteristics of a democracy is that you make mistakes but you can also correct them.—W. G. FORDYCE, *superintendent, East Liverpool, Ohio.*

Would Check the Thinking of National Education Association

Speaking for myself and others who have expressed an opinion on the new look of *The NATION'S SCHOOLS*, all, without exception, like the new appearance and the ideas that it represents. It indicates motion and action—not a static condition.

Contents are improved. I should like more interviews from other pressure groups, even the N.E.A. Let us check up on their thinking.—LORING C. HALBERSTADT, *director, business and research, public schools, Terre Haute, Ind.*

Interested in Education Programs of Professional Groups

I have noted with keen interest the changes in format and content in *The NATION'S SCHOOLS*. The format is a distinct improvement and conforms to modern trends in journalism. The content is pertinent to current issues in the field of education and is well balanced. That series of interviews might be extended to include various professional groups.—FRANCIS B. HAAS, *superintendent, Pennsylvania State Department of Public Instruction.*

Well Told Story

Just a word of congratulation on a well told story on the farmers' views on schools told in the February issue of *The NATION'S SCHOOLS*.—A. S. GOSS, *master, the National Grange.*



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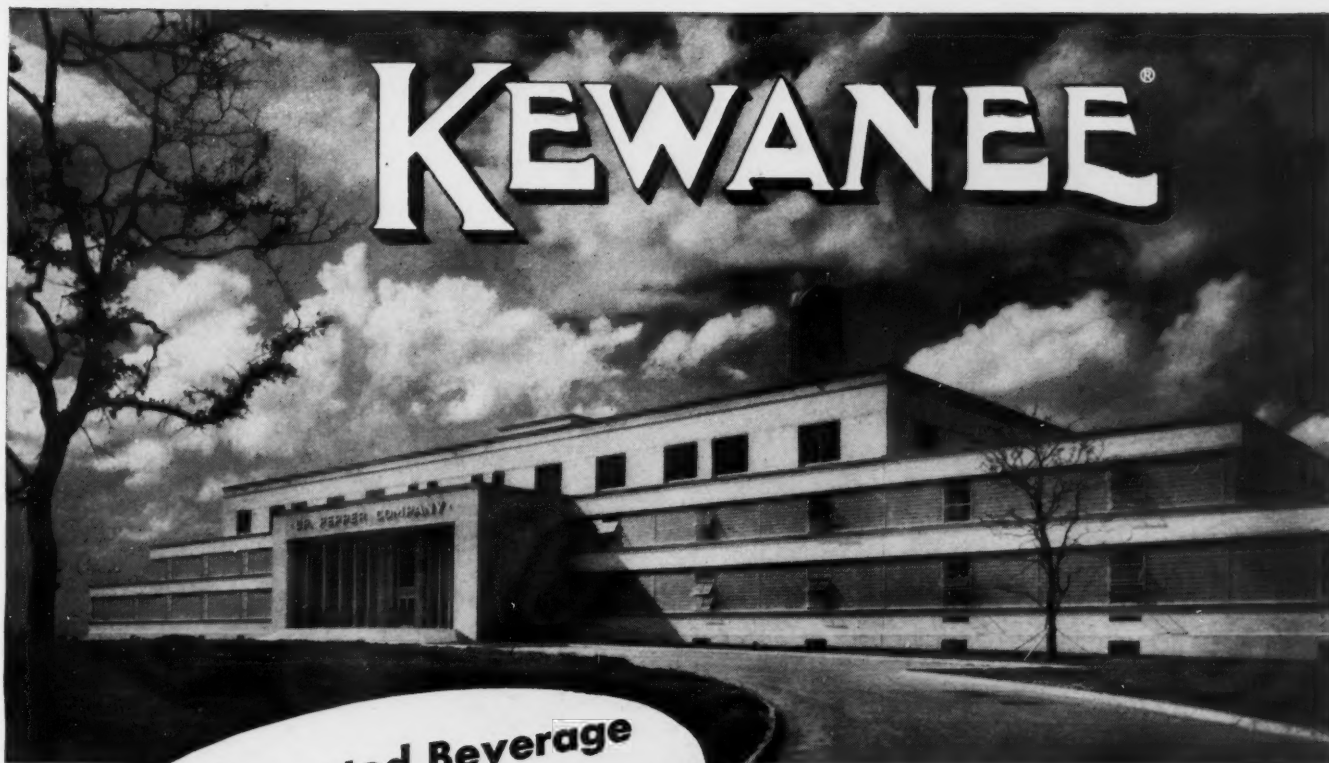
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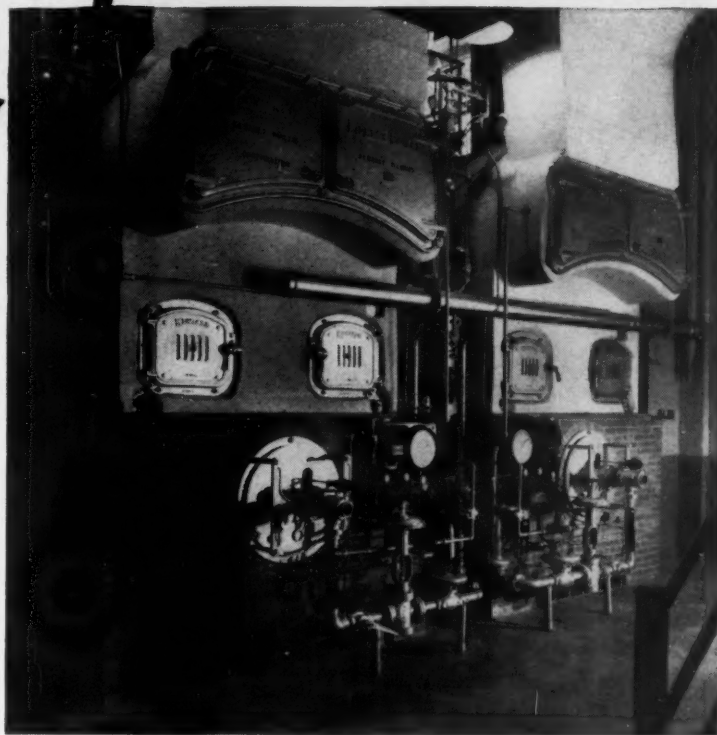


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NAMES IN THE NEWS SUPERINTENDENTS...

A. B. Bonds took office in March as state commissioner of education of Arkansas. Mr. Bonds received his A.B. degree from Henderson State College, Arkadelphia, Ark., in 1935 and his M.A. from Louisiana State University in 1936. From



1936 to 1941 he was assistant to the dean of the graduate school at Louisiana State University. During the latter part of 1941 Mr. Bonds was coordinating officer for the Southern Graduate School Survey and Work Conference. In 1942-43 he was chief of the educational survey section for the National Roster of Scientific and Specialized Personnel. Since his release from the navy in May 1946, after two and a half years in the service, Mr. Bonds has been chief of the institutional training section, retraining and reemployment administra-

tion, Department of Labor; assistant executive secretary of the President's Commission on Higher Education; a special consultant for UNESCO, and director of training for the U.S. Atomic Energy Commission. He succeeds Ralph B. Jones, resigned.

Richard N. Anketell is the new superintendent at Framingham, Mass. He succeeds Burr J. Merriam, who had held the position for the last twenty-seven years.

Ralph R. Andrews has been elected superintendent of schools at Falls City, Neb., effective next September. He will succeed A. B. Gelwick, who recently announced his retirement. Mr. Andrews is now principal of the Falls City high school.

G. E. Roudebush, superintendent at Columbus, Ohio, will retire August 1.

Vinal H. Tibbetts has resigned as director of Hessian Hills School, Croton-on-Hudson, N.Y., to accept a position as director of the Walden School, New York City.

James L. Gunn, high school principal at Newport, Vt., has been elected superintendent of the southwest school district in Windham County, Vermont, effective July 1. He succeeds Edward K. Boak, who is retiring June 30.

B. George Saltzman, superintendent, town school district of Brentwood, Mo., has been unanimously elected for another three-year term by the board of education.

Robert H. Wiley, supervising principal at Bridgehampton, L.I., N.Y., has been elected superintendent of schools at Spring Valley, N.Y.

M. T. Sheldon is now assistant superintendent of internal administration at Omaha. Mr. Sheldon had been an assistant in school administration to Leslie L. Chisholm at the University of Nebraska for the last two years.

Don Maclay, superintendent at Auburn, Neb., has been elected president of the Nebraska Association of School Administrators.

R. W. Matthews, superintendent at Lubbock, Tex., has been awarded a three-year contract by the board of trustees. Mr. Matthews has been connected with the Lubbock schools since 1923, when the system included three school buildings and the enrollment was 2157. It now



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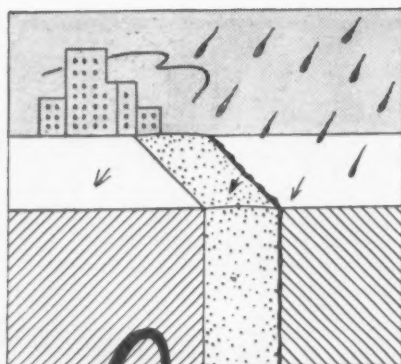
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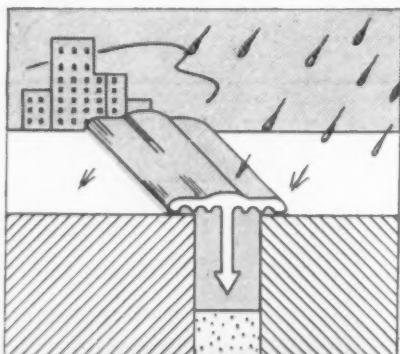
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NEWS...

includes twenty-one school buildings, and the enrollment is 11,235.

Albert E. Banning, headmaster of Short Hills Country Day School, Summit, N.J., for the last twenty-four years, will retire at the end of the school year. His successor will be Edward R. Kast, now assistant to the headmaster.

PRINCIPALS...

J. Frank Nugent, principal of the Atchison County Community High School at Effingham, Kan., the last three years, has resigned, effective at the end of this school year.

Albert L. Dupont, assistant principal of the high school at Plaquemine, La., has been named principal of the school. He succeeds S. L. Crownover, who has been appointed supervisor and attendance teacher at Plaquemine.

Eugene J. Bradford has been appointed supervising principal of schools at Washington, N.J., succeeding Ernest L. Gilliland, who had resigned to accept a similar position at Highland Park, N.J. Julia S. Meaker succeeds Mr. Bradford as principal at Washington.

Matthew J. Pillard, high school principal at Dansville, N.Y., has resigned, effective at the end of the school year.

Howard D. Brooks, vice supervising principal of Central High School, Purdy Station, N.Y., has been named principal of Regional High School, Penns Grove, N.J.

Leon Cook is the new principal of Worthville High School, Carrollton, Ky. He succeeds John H. Pack, who resigned.

Burton W. Gorman, superintendent of schools at Connorsville, Ind., has been appointed principal of Emmerich Manual Training High School, Indianapolis. He succeeds E. H. Kemper McComb, who retired last summer.

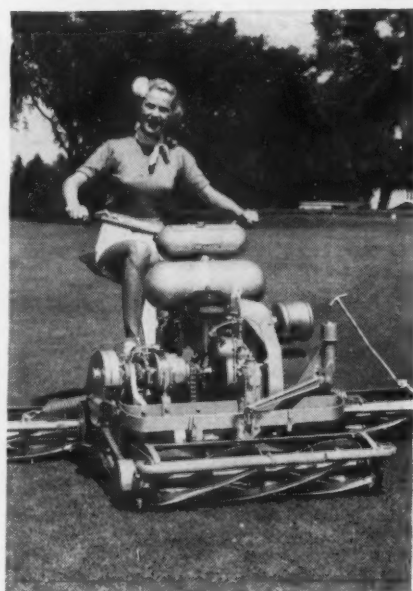
Jay Mertz has been named principal of Fremont School, Fremont, Ind., succeeding the late Paul Bailey.

Jack P. Crowther has been appointed principal of San Pedro High School in Los Angeles. William Walker Brown is the new principal of Hamilton High School in the same city.

Wilfred H. Graves, formerly superintendent of schools at Weehawken, N.J., is now principal of the high school at Sandwich, Mass.

Frank Hogan, principal of Simpson School at Poteau, Okla., has resigned to enter the army. P. J. Smith, junior high school principal at Poteau, also has resigned.

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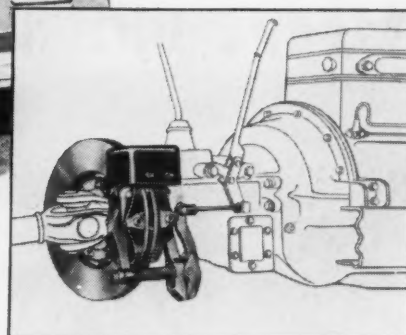
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THE INTERSTATE COMMERCE COMMISSION analyzed 214 "Parking Brake Accidents" to vehicles other than private passenger cars. Of these 143 or 66.8% were attributed to insufficient capacity of the brakes.

Obviously these accidents could and should have been prevented. But that is only part of the story.

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The I.C.C. has no means of finding out how many accidents—other than "Parking Brake Accidents"—could have been prevented with good, strong emergency brakes. They may run into the thousands.

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If he has a good, powerful emergency brake, the crash is avoided. If he hasn't, the accident will be attributed to any one of a dozen causes. Certainly it will not be called a "Parking Brake Accident."

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The following is quoted from a report released August 9, 1948, by I.C.C. Bureau of Motor Carriers, Section of Safety: "We must continue to emphasize, as in the past, that many parking brakes are insufficient in capacity, even when new, for the loads to be transported and after use they seem to be still less able to perform, reliably, the functions for which they were intended."

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NEWS...

Alton L. Rhoads, first administrative assistant, has been appointed assistant principal of the high school at Stamford, Conn. He will succeed **H. Bertram Humphries**, who will retire at the end of the school year.

Edmund J. Lee, principal of Chatham Hall, near Danville, Va., since 1928, will retire this summer. His successor will be **William W. Yardley** of Tuxedo Park, N.Y.

Mrs. Henry Lea Tatnall will retire at the close of the spring term as prin-

cipal of the Tatnall School, Wilmington, Del., which she founded in 1930.

Roy B. Thompson, principal of Woodrow Wilson Junior High School at San Jose, Calif., will retire at the end of the school year. His successor will be **Ben Sweeney**, administrative assistant to the principal of Abraham Lincoln High School at San Jose.

John M. Lahr has resigned as supervising principal at Farmingdale, N.Y., effective August 1.

A. C. Doyle has been appointed prin-

cipal of Hamilton-Terrace Junior High School, Shreveport, La. Named principals of three new Shreveport junior high schools which will open next fall were **Joe G. Walton**, Cedar Grove school; **J. H. Duncan**, Queensborough school, and **Frank Boydston**, Broadmoor school.

Raymond P. Walker, high school principal at Meriden, Conn., for nineteen years, will retire after November 1, when he will become eligible for a pension under the state teachers' retirement plan.

Charles D. Hall, principal of Manual Training High School, Denver, retired March 19.

Norman S. Rowell, a social studies teacher, has been named principal of Draper High School at Schenectady, N.Y. He will succeed **Howard E. Baker** April 1, when Mr. Baker becomes school superintendent.

John H. Burke is still high school principal at Cortland, N.Y., and not **Mabel A. Robbins**, as was erroneously announced in the February issue. Miss Robbins is chairman of the social studies department at the Cortland High School.

OTHERS...

Ruth Yaeger has been appointed director of home economics and the food-service program for the public schools of Akron, Ohio.

Irwin A. Conroe, assistant commissioner for professional education of the New York State Education Department, has been appointed a member of the Veterans Administration Dental Advisory Council.

Thomas Kerrey, formerly a teacher at Olivet, Mich., is supervisor of veterans' institutional on-farm training in the Michigan Office of Vocational Education. He succeeds **Elmer Lightfoot**, who has been named supervisor of agricultural education.

A. C. Jackson, business manager and tax assessor-collector for the schools at Lubbock, Tex., since 1925, has asked the board of trustees for a one-year contract, stating that he feels twenty-five years is long enough for a business manager to remain in one school system.

W. Earl Armstrong, dean of the University of Delaware School of Education since 1945, has resigned to accept an appointment as associate chief for teacher education on the staff of the division of higher education of the U.S. Office of Education. He succeeds the late **Benjamin W. Frazier**.

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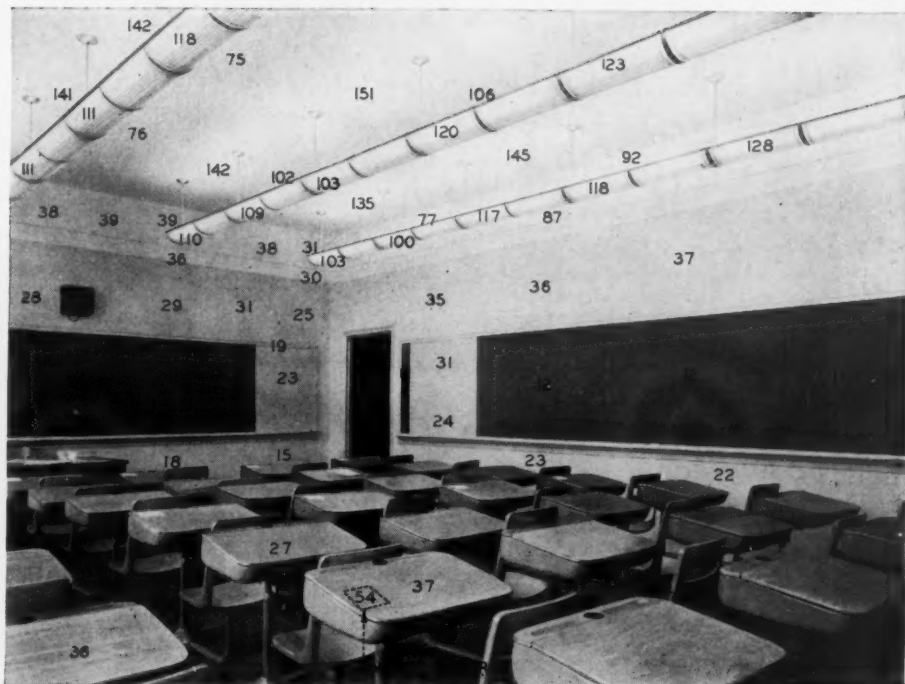
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This is undoubtedly one of the first classrooms to be measured against the recommendations of American Standard Practice for School Lighting, sponsored by I.E.S. and A.I.A., and approved September 20, 1948. This child-conditioned classroom in John Simpson Junior High School, Mansfield, Ohio, meets or betters all artificial lighting requirements of American Standard Practice, as well as (with the exception of the floor) those of the National Council on Schoolhouse Construction.



Description of Classroom: Room 101, John Simpson Junior High School, Mansfield, Ohio. 30 feet long, 22 feet wide, 12 feet high. Ceiling white. Walls yellow and turquoise. Natural finish seating. Light green chalkboards. Ivory tackboards. Double row of diffusion screens mounted at windows.

Lighting Installation: Four continuous rows of two-lamp, 40W Wakefield Star units with luminous indirect plastic reflectors using 3500° white fluorescent lamps.

Weather Conditions: The survey was made on November 26, 1948, seven months after installation. The day was dark and cloudy with sky brightness so low the brightness of the diffuser at the window was approximately the same as that of the wall adjacent to it (66 footlamberts).

A copy of the complete detailed engineering report is yours for the asking. It is interesting to note that all equipment and materials used in this classroom are regularly available from manufacturers' stocks, and we will be glad to supply manufacturers' names, catalog numbers and descriptions of materials on request. Write to The F. W. Wakefield Brass Company, Vermilion, Ohio.

Comparison of Brightness Ratios

	Room 101 John Simpson Junior High School	American Stand- ard Practice for School Lighting	National Council on Schoolhouse Construction
Brightness of paper to brightness of desk top	1 to 1/1.6	1 to 1/3	1 to 1/5
Brightness of paper to brightness of floor	1 to 1/9	1 to 1/10	1 to 1/5
Brightness of paper to brightness of ceiling	1 to 2.78 (max.)	1 to 10	1 to 10
Brightness of luminaires to surfaces adjacent to them in the visual fields	3.4 to 1 (max.)	20 to 1	no recommendation
Brightness difference in the surrounding field between the brightest and darkest surfaces	18.5 to 1	no recommendation	50 to 1
Brightness difference in the peripheral field between the brightest and darkest surfaces	24 to 1	no recommendation	250 to 1
Lighting level	38 ft. c. lowest; 69 average	30 ft. c. min.	20 ft. c. min.

Comparison of Reflectances

	Above 85%	80 to 85%	85%
Ceiling	62 to 70%	50 to 70%	50% min.
Walls	48%	30 to 40%	40 to 60%
Trim	67%	50 to 60%	no recom.
Tackboards	24%	15 to 20%	30% max.
Chalkboards	30 to 55%	35 to 50%	30 to 40%
Desk Tops	22%	15 to 30%	30 to 40%
Floor			

Wakefield Over-ALL Lighting

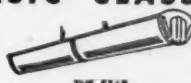
A BASIC CLASSROOM TOOL



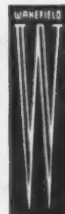
THE GRENADE II



THE COMMODORE



THE STAR





CONTINENTAL Chain Link FENCE IS THE ONLY FENCE MADE OF KONIK STEEL

KONIK is a patented open hearth steel containing copper, nickel and chromium—elements providing greater strength . . . extra resistance to rust and corrosion. No other fence provides such long-lasting protection at such low cost per year of fence life. Write Continental or call our nearest fence representative.

- Protection Against Vandalism
- Reduced Fire Risk
- Increased Property Value
- Lower Insurance Rates
- Better Property Appearance
- Controlled Entrance and Exit
- Reduced Accident Rate
- Increased Order and System
- Protected Playground Area
- Increased Peace-of-mind

CONTINENTAL STEEL CORPORATION, Kokomo, Indiana

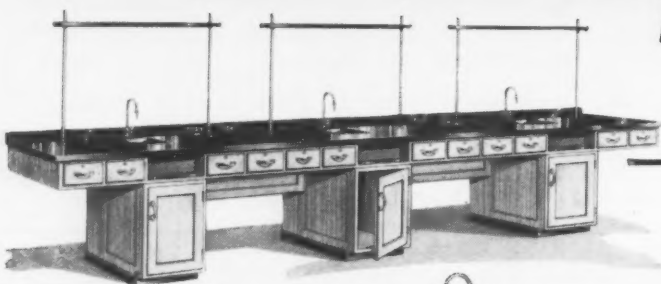


PRODUCERS OF Manufacturer's Wire in many sizes, shapes, tempers and finishes, including Galvanized.

KOKOTE, Flame-Sealed, Coppered, Tinned, Annealed, Liquid Finished, Bright, Lead Coated, and special wire.

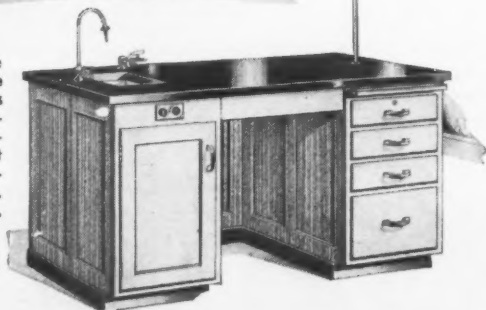
ALSO, Coated and Uncoated Steel Sheets, Nails, Continental Chain Link Fence, and other products.

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NEWS...

Robert M. Winger, formerly chief of veterans' vocational training division of the Michigan Office of Vocational Education, is now supervisor of public service training in the trade and industrial education division. Arthur Hansen has succeeded Mr. Winger as chief of veterans' vocational training.

IN THE COLLEGES...

John R. Rackley, dean of the Teachers College of Connecticut at New Britain, has been appointed dean of the University of Oklahoma's College of Education, effective July 1. He succeeds A. E. Joyal, who resigned last fall to become president of California State College.



Francis L. Bacon, superintendent of Evanston Township High School, Evanston, Ill., since 1928, now is professor of education at the University of California at Los Angeles.

DEATHS...

Ralph Wentworth, retired assistant superintendent of schools at New Haven, Conn., died of a heart attack.

Stratton D. Brooks of Kansas City, Mo., a past president of the American Association of School Administrators, died at the age of 79.

Elizabeth Euphrofyne Langley, principal of Edgewood School, Greenwich, Conn., for the last twenty-five years, died February 7.

Sister Mary Louise, principal of Holy Family High School, New Bedford, Mass., died February 2 following an illness of several months.

Edna Marie Engle, principal of Clara Barton Vocational High School, Baltimore, died recently.

Dana H. Rucker, retired public school principal, of Richmond, Va., died recently. He had been associated with the Richmond schools for more than fifty years before he retired several years ago.

John H. Hart, 71, principal of schools at Northampton, Mass., since 1908, died February 5.

Ellen Clara Sabin, 98, first woman superintendent in Portland, Ore., from 1886 to 1891, died at her home in Madison, Wis., February 2. Miss Sabin became president in 1891 of what is now Milwaukee-Downer College, Milwaukee. She had been president emeritus since her retirement.

"I have a better job
because I learned how
to use this machine!"



The swing toward National Mechanized Accounting is greatly increasing the demand for persons trained in the operation of these accounting machines.

Students learn how to operate Nationals quickly and easily. The short time required is offset many times over in the higher salaries that graduates with this knowledge can demand.

Wherever your students may go upon graduation, they will find National Accounting Machines in use . . . for the National line covers the entire bookkeeping-accounting field.

A few minutes with your local National representative—a systems analyst—discussing latest developments in mechanized accounting, will prove very useful to you—and to your students.

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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Broadening the Services of Small High Schools. By Walter H. Gaumnitz, specialist for small and rural high schools, and Grace S. Wright, research assistant in secondary education, U.S. Office of Education. Bulletin 1948, No. 9. U.S. Government Printing Office, Washington 25, D.C. Pp. 45. 15 cents.

ANNUAL REPORTS

Portland Public Schools. 1947-48 annual report of school district No. 1, Multnomah County, Oregon, including the city of Portland. Paul A. Rehms, supt. Pp. 79.

Columbus Builds. 1948 annual report for

Columbus, Ga. William Henry Shaw, supt. Many illustrations. Pp. 30.

Looking Forward. Annual report for Parma, Ohio. Carl C. Byers, supt. Pp. 23.

Report of the Department of Education to the Georgia General Assembly. School administration, pp. 8-30. M. D. Collins, state supt., Atlanta 3. Pp. 103.

AUDIO-VISUAL

How to Organize a Community Film Information Center. By Charlesanna Fox, Lawson McGhee Library, Knoxville, Tenn. Published by the Film Council of America, 6 W. Ontario St., Chicago 10. Pp. 16. 15 cents.

CURRICULUM

Poets and Storytellers. By David Cecil. A book of critical essays. Macmillan Co., New York. Pp. 201. \$4.

Building Our Communities. By Clyde B. Moore, Gertrude M. Lewis, Fred B. Painter, and Helen M. Carpenter. Scribner social studies series. Charles Scribner's Sons, New York. Pp. 312. \$2.12.

FEDERAL AID

Which Way Education? (Mimeographed.) Committee on education, U.S. Chamber of Commerce, Washington, D.C. Pp. 14.

FINANCE

The Administration of Bond Issues in Selected Pennsylvania School Districts. By William Benjamin Castetter. University of Pennsylvania, Philadelphia. Pp. 112.

GROUP DYNAMICS

National Training Laboratory in Group Development. Report of second summer session. Sponsored by the N.E.A. and the Research Center for Group Dynamics, University of Michigan. Bulletin No. 3. Pp. 136.

GUIDANCE

Student Personnel Services in General Education. By Paul J. Brouwer. Cooperative Study in General Education, American Council on Education, 744 Jackson Place, N.W., Washington 6, D.C. Pp. 317.

Helping Handicapped Children in School. By Edward William Dolch, professor of education, University of Illinois. Discusses children with hearing, sight, speech, health, mental, emotional and education handicaps, crippled children, and slow learning children. Garrard Press, Champaign, Ill. Pp. 349. \$3.50.

SCHOOL PLANT

American School Buildings. 27th yearbook of the American Association of School Administrators, 1201 Sixteenth St., N.W., Washington 6, D.C. Pp. 525. \$4.

Building Requirements of the Syracuse Public Schools. (Mimeographed.) A study made for the board of education and Superintendent David H. Hutton, Syracuse, N.Y., by Harry P. Smith, director of research, Syracuse, and T. C. Holy, consultant, director of the bureau of educational research, Ohio State University. Pp. 178. A 40 page summary of the study has been issued as a booklet called "What Every Syracusan Should Know."

Redevelopment and School Housing on the Lower East Side. (Mimeographed.) New York City Board of Education, division of housing and business administration. George F. Pigott Jr., associate supt. of schools. Community Study No. 16. Pp. 36.

OF GENERAL INTEREST

Manual of Boys' Club Operation. Boys' Clubs of America. A statement of the philosophies, policies, programs, methods and procedures which have developed out of more than 75 years of boys' club operation. A. S. Barnes and Co., 67 W. 44th St., New York. Pp. 368. \$4.

Fundamental Education. Definition, elements and organization prepared by the Secretariat of UNESCO. U.S. Office of Education Bulletin 1948, No. 13. Pp. 28. U.S. Government Printing Office, Washington 25, D.C. 10 cents.

The Third Mental Measurements Yearbook. Edited by Oscar Krisen Buros, director, Institute of Mental Measurements, School of Education, Rutgers University. Prepared to assist test users in education, industry, psychiatry and psychology to locate and evaluate tests and books on testing. Rutgers University Press, Brunswick, N.J. Pp. 1246. \$12.50.

STANDS FOR BRADLEY

The Modern Sanitary Wash Fixture

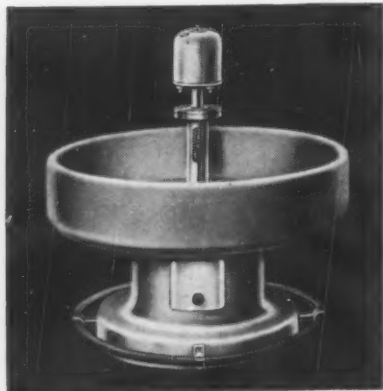
Bradley Washfountains meet the specifications of health-minded educational institutions. In addition they help keep costs down by simplifying washroom installations. One 54" Bradley serves 8 to 10 students simultaneously with no danger of contagious wash bowl contacts; foot-control operation and self-flushing bowl give the kind of health protection that schools demand.



Since one 54" Bradley eliminates numerous ordinary wash basins

with multiple plumbing fixtures, piping and faucets, considerable savings are realized on equipment, maintenance and water.

For further details write
BRADLEY WASHFOUNTAIN CO., 2207 W. Michigan Street, Milwaukee 1, Wisconsin.



The 54" full-circle Bradley Washfountain that serves 8 to 10 persons simultaneously.

BRADLEY
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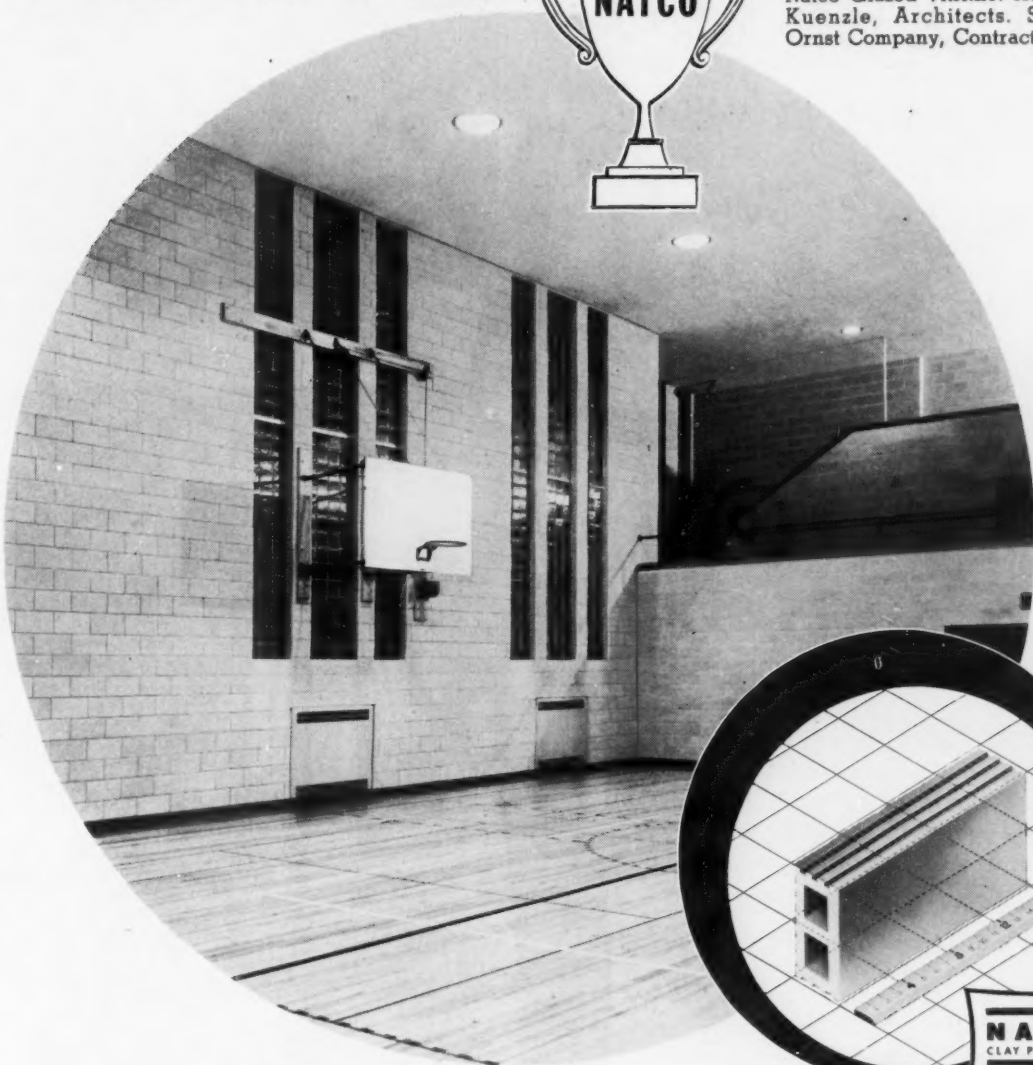
Large illustrated Catalog 4701 sent free upon request. Write for your reference copy today.



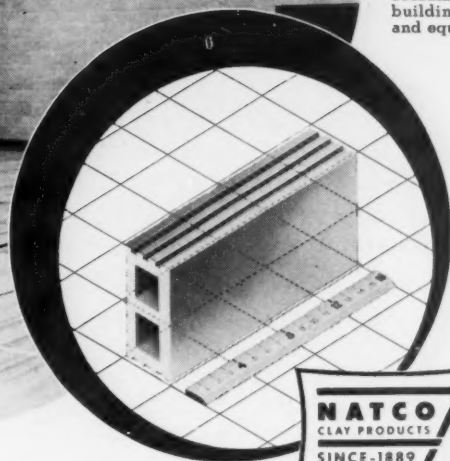
GIVE THE PUBLIC THE BEST FOR ITS MONEY



Gymnasium in Wauwatosa High School with walls of 8W Series Natco Glazed Vitritile. Herbst & Kuenzle, Architects. Selzer, Ornst Company, Contractors.



Tile and 16 inch ruler are laid below on grids made up of 4 inch squares. The 4 inch module unit of measure is the basis of modular coordination for all building materials and equipment.



a constant *Winner* by many points

When Natco Glazed Structural Facing Tile is used in school walls, partitions and wainscots, every feature becomes an advantage point that endures for the life of the building.

The walls are brighter, more resistant to hard usage, cleaner — and easier to keep clean. The maintenance cost is only soap and water.

Economical to erect and architecturally beautiful, Natco Glazed Structural Facing Tile imparts a lasting cheerful atmosphere that is appropriate to schools.

Natco Glazed Structural Facing Tile comes in modular sizes — little or no cutting necessary — saves time and money — assures better workmanship. A great variety of shapes and colors are available. Write for illustrated Catalog PF 47.

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"Our Small **GAS** Kitchen fulfills every volume cooking task created by our increased enrollment"

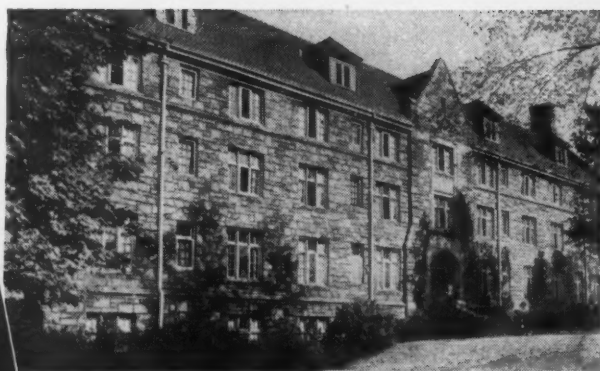


Mrs. Doris Seaman, Dietitian,
Geneva College

INCREASED ENROLLMENTS will continue to place a heavy burden on food service facilities in every type of educational establishment. It's natural, then, that volume cooking tools will be under increasing pressure to meet student demands.

The experience of Dietitian Doris Seaman is a typical example of the way food service authorities depend on Gas Cooking Equipment. Despite the size of the additional load, Gas Ranges, Ovens, Grilles and other units, even older equipment are serving beyond rated capacity. And, modern Gas Cooking Equipment never fails to measure up to every volume cooking need.

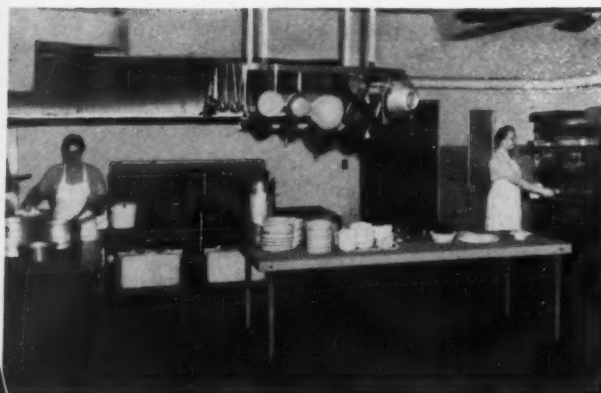
The qualities of the fuel itself establish GAS as the ideal heat source for volume cooking. The automatic controllability of GAS over the entire range of cooking temperatures makes each type of Gas Cooking Equipment suitable for a number of different functions. Thus the two ranges, oven, grille, and coffee urn provide a flexible set of volume cooking tools for serving 800 balanced meals daily. Then, too, the speed, cleanliness, economy, and versatility of GAS are important to efficient and sanitary food service operations. At Geneva College the sanitary requirements are further served by a time-saving Gas-fired Dishwasher.



McKee Hall, Geneva College, Beaver Falls, Pa.



McKee Hall Dining Room



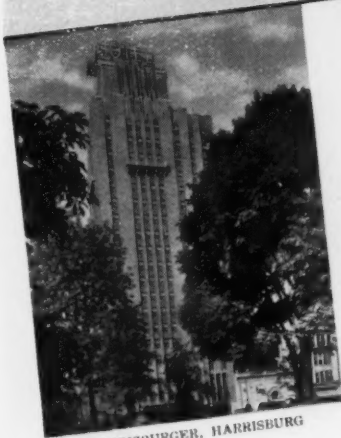
Modern oven (right) and heavy duty range (left) supplement original GAS Equipment to provide adequate volume cooking capacity for increased food service requirements. Mrs. Tillie Hunter, Head Cook, and Mrs. Eleanor Reed, Assistant, direct kitchen operation.

In thousands of schools and colleges, and in other types of institutions you'll find adequate proof of the results obtained with GAS and modern Gas Cooking Equipment for volume food service.

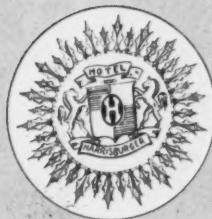


AMERICAN GAS ASSOCIATION
420 LEXINGTON AVENUE, NEW YORK 17, N.Y.

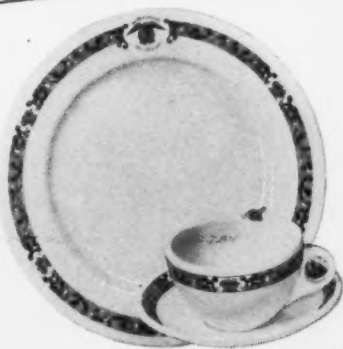
Shenango . . . serves the illustrious Hotels



HARRISBURGER, HARRISBURG



ROOSEVELT, NEW ORLEANS



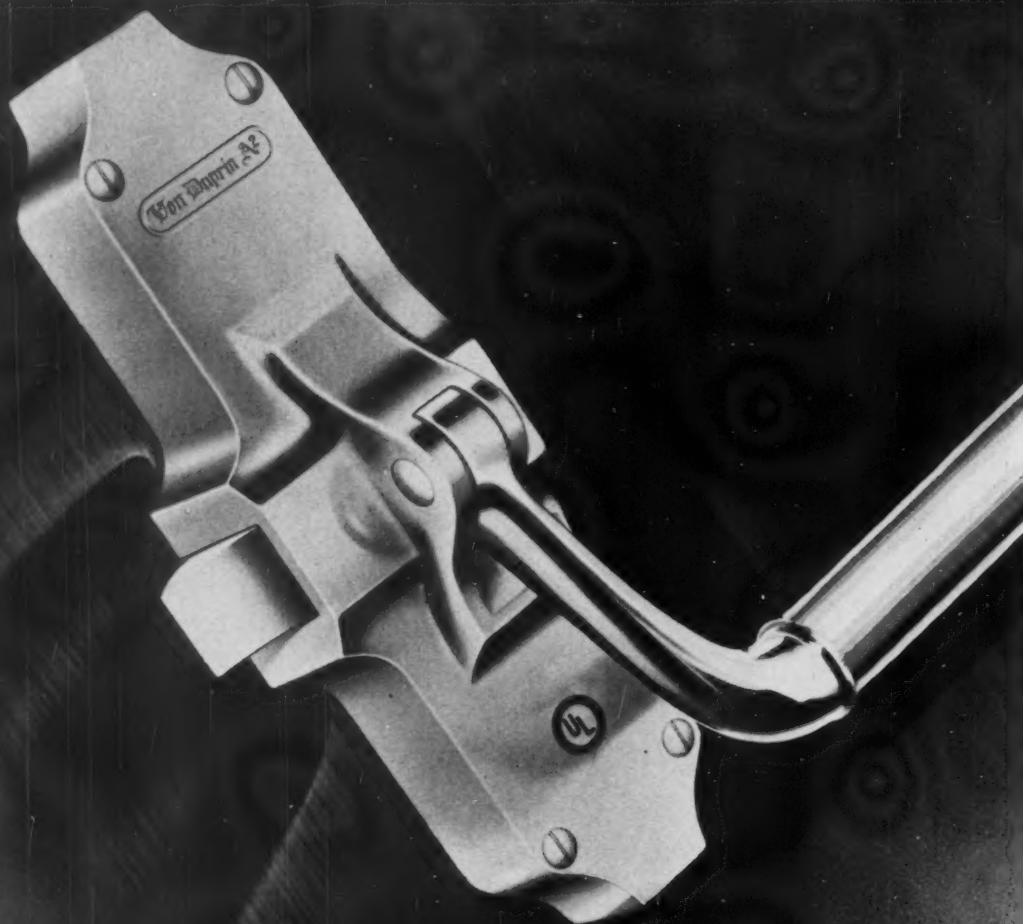
SAVOY-PLAZA, NEW YORK



Shenango's pride in production matches pride of illustrious dining room service . . . providing matchless crests and "eating pleasure" decals no other material can offer . . . plus sizzling hot or icy chilled delicious food plates . . . scratchless . . . odorless . . . toughness . . . self-drying . . . and so Shenango China is the peak of economical and dividend-paying service sought by every dining-out food purveyor . . . "good restaurants use china" . . . particularly Shenango China.

supremacy  in china

SHENANGO POTTERY COMPANY
New Castle, Penna.



WHEN THE FINEST COSTS THE LEAST YOU WANT IT!

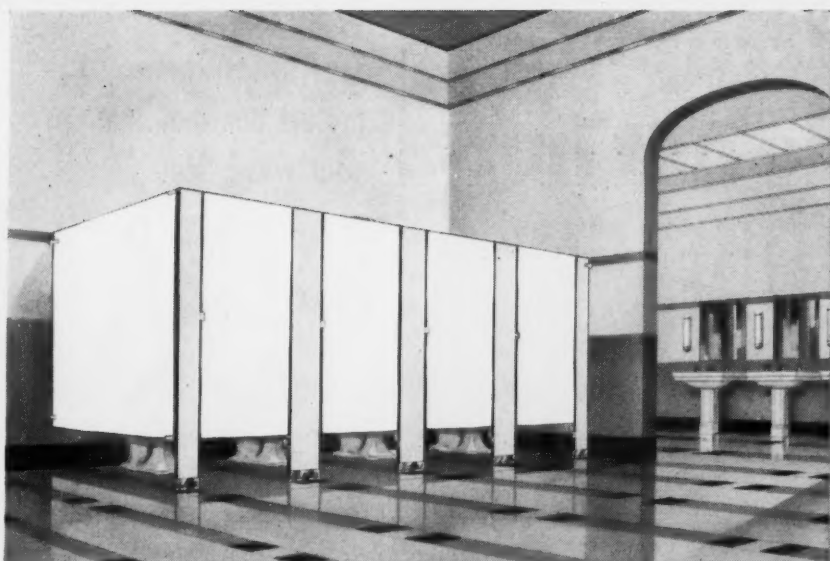
Drop-forged Von Duprins are the highest quality exit devices made. They have longer life and far greater strength. They add the precision, beauty and character of drop-forged metals to the doors on which you put them.

Yet, in the end, all this extra quality, this added dependability and fine workmanship cost nothing. The higher first cost is soon absorbed by the freedom from maintenance expense and the perfection of their trouble-free, attention-free, care-free operation. Drop-forged Von Duprins provide exit . . . safe and sure beyond comparison . . . at the lowest cost per year.

Isn't that just what you want?

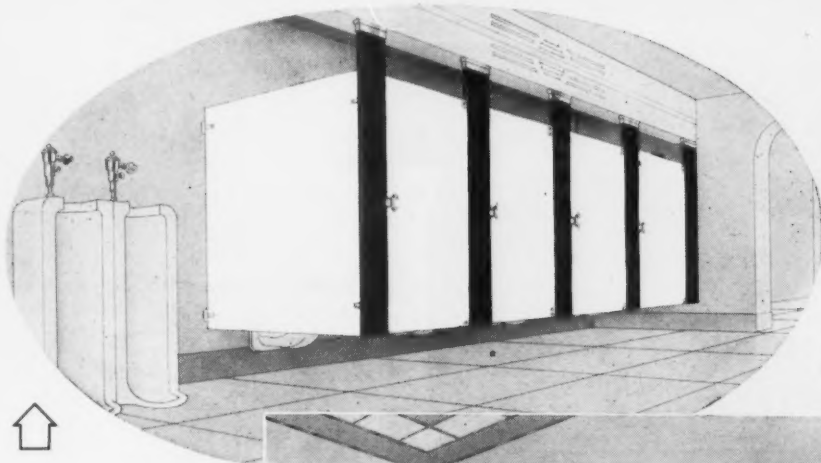
VON DUPRIN DIVISION
VONNEGUT HARDWARE CO., INDIANAPOLIS 9, IND.



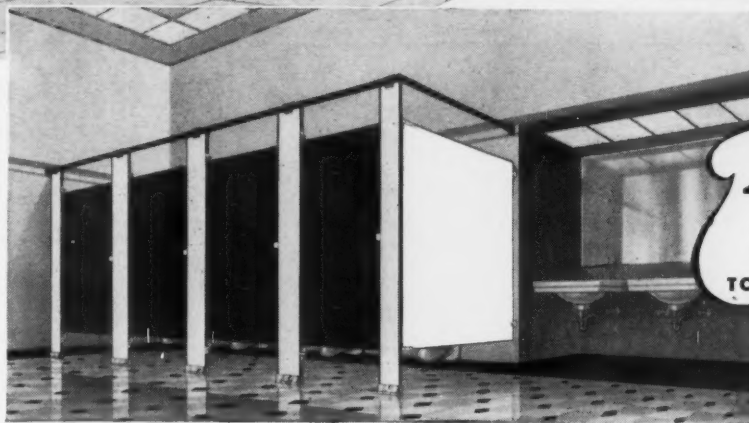


Sanymetal Normandie Type Toilet Compartments impart a moderately streamlined effect to a toilet room environment. Streamlined design wedded to utility fulfills all requirements. Unadorned utility no longer satisfies a public accustomed to bathrooms embodying varying degrees of modernity and elegance.

Available in three finishes: (1) "Porcena" (porcelain on steel); (2) "Tenac" (baked-on paint enamel finish over galvanized, bonderized steel); (3) baked-on paint enamel finish over regular furniture finish, cold rolled steel. "Porcena" (porcelain on steel) is available in a variety of standard colors.



Sanymetal Century Type Ceiling Hung Toilet Compartments are particularly appropriate for schools. They impart dignity, refinement, and cheerfulness to the toilet room environment. They make up into a rigidly fixed installation. Available in three finishes: (1) "Porcena" (porcelain on steel); (2) "Tenac" (baked-on paint enamel finish over galvanized, bonderized steel); (3) baked-on paint enamel finish over regular furniture finish, cold rolled steel.



A TOILET ROOM ENVIRONMENT IS AS IMPORTANT AS OTHER SCHOOL ENVIRONMENTS

The treatment of a school toilet room environment is no longer secondary to its utility. Blending the utility of toilet facilities with appropriate toilet room surroundings results in environments that are in keeping with other modern interior school environmental treatments. Toilet compartments usually dominate a school toilet room and influence its environment. Sanymetal offers several different types of toilet compartments for creating the most suitable toilet room environment for every type of school building. Sanymetal "Porcena" Toilet Compartments are fabricated of the ageless, ever-bright material, porcelain on steel, and embody the results of over 34 years of specialized skill and experience in making over 80,000 toilet compartment installations. Ask the Sanymetal Representative in your vicinity for information about planning suitable toilet room environments.

THE SANYMETAL PRODUCTS COMPANY, INC.
1693 Urbana Road • Cleveland 12, Ohio



Sanymetal Academy Type Toilet Compartments provide a certain distinctiveness. This type of partition is the only one in which all the dignity and distinctiveness of standard flush type construction, unmarred by posts, is appropriately combined with headrail. These toilet compartments are available in three finishes: (1) "Porcena" (porcelain on steel); (2) "Tenac" (baked-on paint enamel finish over galvanized, bonderized steel); (3) baked-on paint enamel finish over regular furniture finish, cold rolled steel.

Sanymetal*
"PORCENA"
(Porcelain on Steel)
TOILET COMPARTMENTS

Sanymetal*
*Trade Mark Reg. U. S. Pat. Off.
TOILET COMPARTMENTS

Write for Catalog 86 illustrating Sanymetal modern toilet room environments for schools. Several attractive designs in various colors available. For immediate action consult local Sanymetal Representative. See "Partitions" in your phone book.



9 months of scraping and scuffing do not hurt this floor!



THE REASON—it's sealed with
Johnson's Traffic-Cote Sealer—
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This amazing Johnson combination of wear-resistant, penetrating floor sealer and lustrous, water-resistant wax puts wood floors in beautiful condition—and keeps them beautiful. Wet-mop if you like—your floors come up shining. Water, dirt, ink stains can't hurt them. Johnson's Traffic-Cote Sealer and Brown Label No-Buff Floor Finish save hours of maintenance time—dollars of maintenance costs. Buy them now. Use the order coupon below or ask the Johnson J-Man to demonstrate.



Try this easier way to
protect and maintain
your wood floors

CLEAN



Clean floor thoroughly with Johnson's Floor Cleaner. Badly worn or oiled floors should be sanded first.

SEAL



Apply full, even coat Johnson's Traffic-Cote Penetrating Sealer. Let stand 12-15 minutes.

DRY



Remove excess with dry mop or rags to eliminate bright spots. Allow 4-6 hours to dry.

STEEL WOOL



Buff with steel wool. If newly laid or sanded floor, apply 2nd coat Sealer as above and let dry thoroughly.

WAX



Apply full, even coat Johnson's Brown Label No-Buff. Let dry. Buff if you wish. For maximum luster, apply 2nd coat. (Johnson's Traffic Wax—paste or liquid—may be used in place of No-Buff if desired.)

S. C. Johnson & Son, Inc., Maintenance Wax Dept., 1527 Howe St., Racine, Wisconsin

Ship the following:

☐ 5 gals. Brown Label at \$2.75 per gal.

☐ Have your J-Man call

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Adlake Aluminum Windows

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Adlake Windows need no painting, no maintenance other than routine washing.

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3. FINGER-TIP CONTROL!

You can raise and lower an Adlake Window with one finger—millions of times—each operation as smooth and fast as the one before.

4. NO WARP, ROT, RATTLE,

stick or swell, *ever*, with weather-defying Adlake Windows!

5. EASY INSTALLATION!

You put Adlake Windows into *completed masonry openings*. It's so easy to do that a perfect job is assured if the simple instructions are carried out.

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construction makes Adlake Windows the most beautiful windows on the market today. And their beauty *lasts!*

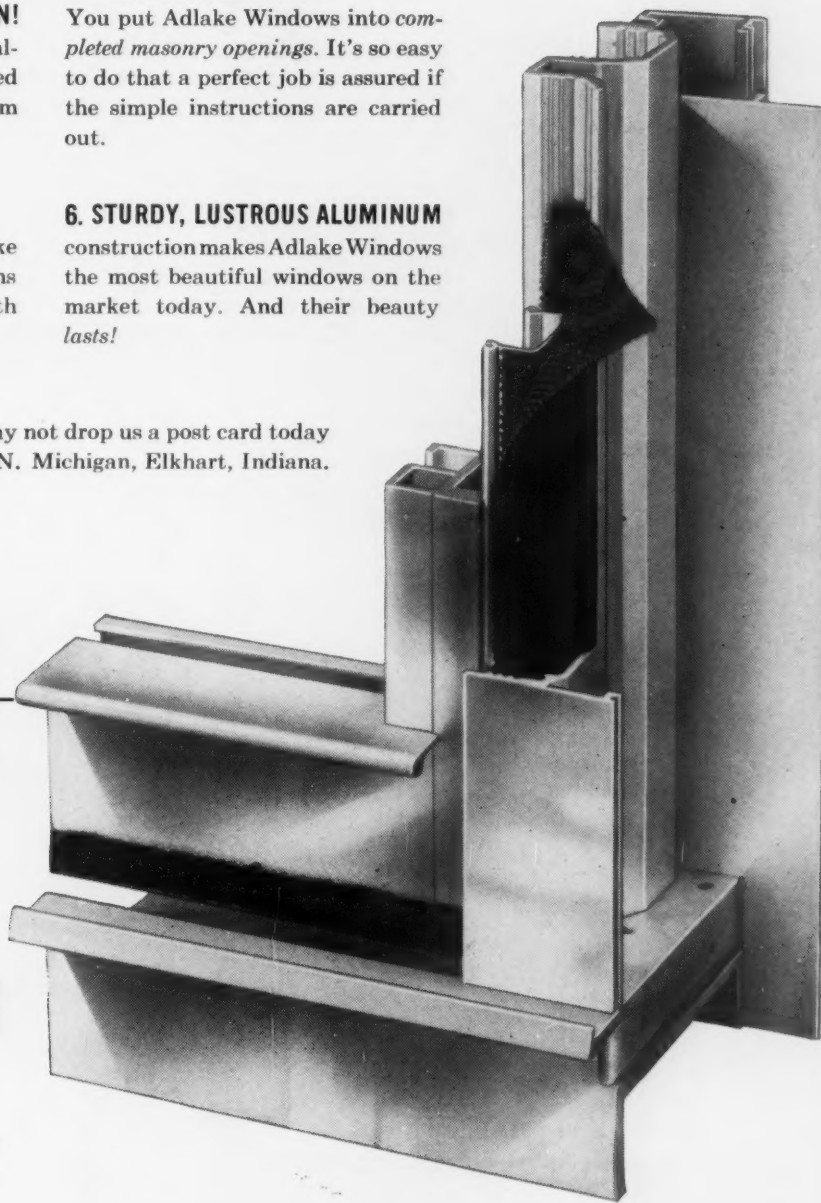
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have poor readability
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Superior SLATE and BLACKBOARD RENEWER WILL MAKE THEM LOOK LIKE THIS

Protect young eyes from harsh "blackboard glare!" SUPERIOR SLATE AND BLACKBOARD RENEWER will restore and revitalize old slate boards . . . will impart a smooth, dull black finish that lasts for years. Not a paint or varnish, this remarkable renewer will not wash off or bleed.

Our special on-the-job service includes resurfacing and reconditioning boards for you. Please write us at once to arrange for a consultation with our representative.

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May be obtained in pint and quart sizes for application by your own men.

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THE BROOKLYN DIOCESAN
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SUPERIOR MARK REMOVER

Easy, economical way to remove every type of mark or dirt from floors, walls, etc. . . . keep everything spotlessly clean! Just one part MARK REMOVER to 20 parts water will make a solution that removes old wax, crayon, grease, scuff marks, rubber heel marks at only 2¢ to 4¢ for a bucketful! A must for efficient and economical cleaning.

NON-INFLAMMABLE

SUPERIOR HEAVY DUTY SELF-POLISHING WAX

Bestows gleaming, lustrous water-resisting and non-slip finish on linoleum, rubber tile, cork tile, hard-wood, composition — or any other type floor! Easy to apply — takes long, hard wear. Economical, too . . . 1 gal. covers over 2,000 sq. ft. on first application, over 3,000 sq. ft. on second application.

Other SUPERIOR Products: Liquid Hand Soaps,
Soap Powders and Disinfectants.

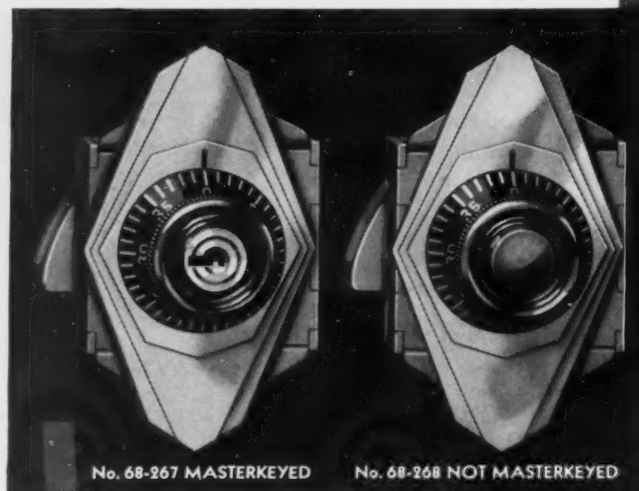
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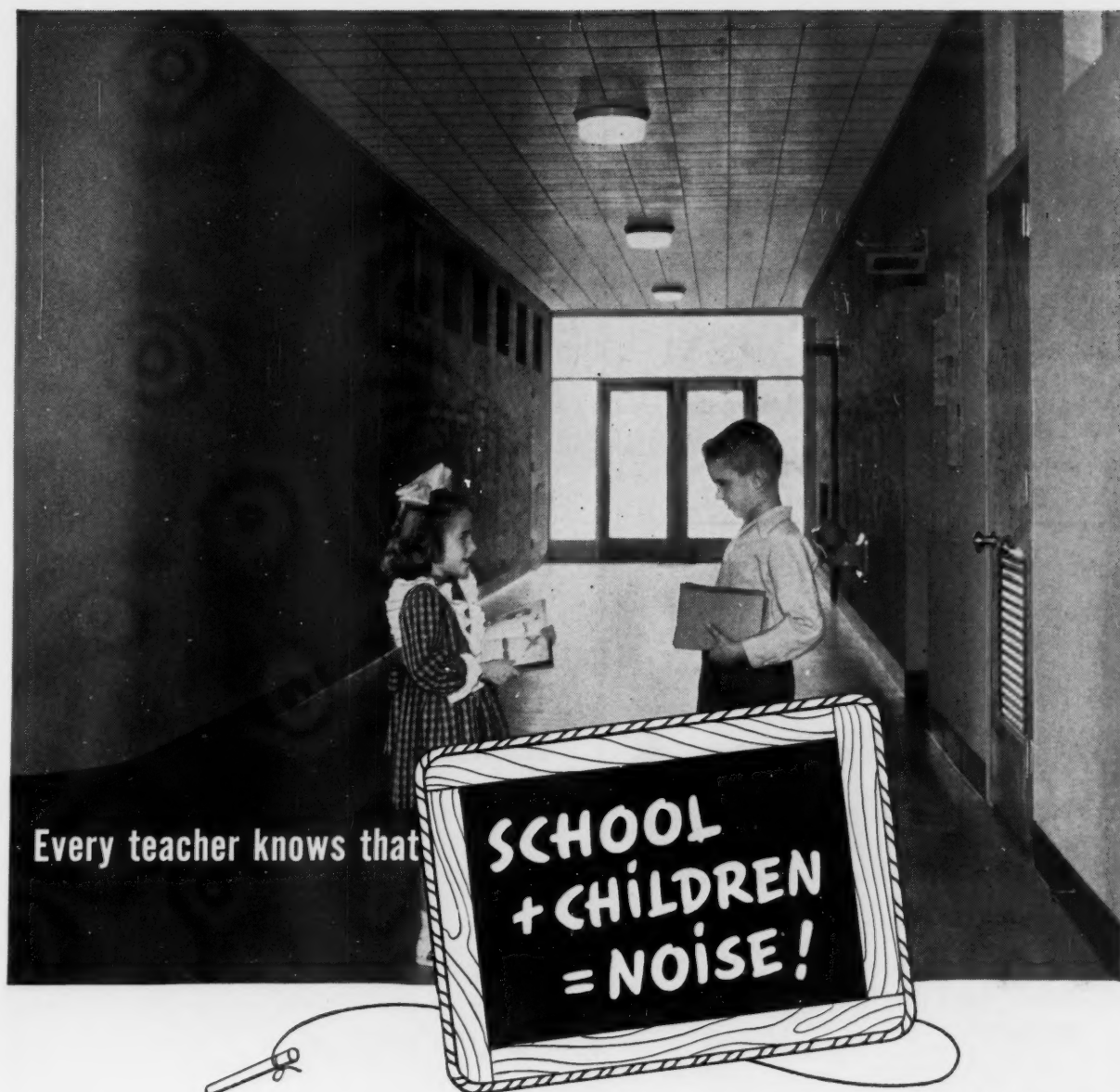
Yes! There are many important reasons why NATIONAL LOCK, self-locking, combination built-in locks are so popular in our nation's educational institutions. If you are not now using these fine locks, we urge you to consider them carefully when purchasing new lockers. Consider, too, NATIONAL LOCK combination shackle locks and laboratory and vocational equipment locks.

SELECTED BY LEADING LOCKER MANUFACTURERS AS
THE HEART OF AMERICA'S FINEST SCHOOL LOCKERS



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ROCKFORD • ILLINOIS
LOCK DIVISION



Every teacher knows that

**SCHOOL
+ CHILDREN
= NOISE!**

Figure it any way you like, when you put a group of children into any school building, it adds up to quite a racket. In classrooms, lunchrooms, auditoriums and especially hallways, energetic youngsters normally create a concentrated din.

How you handle that noise determines whether your school's environment is one of pandemonium or quiet, disorganization or discipline. Now, modern sound conditioning can control unwanted noise *before it even starts!* The very urge to *make* noise can be discouraged by simply eliminating the effect children desire.

By taking the "fun" out of noise, sound conditioning serves as an effective training aid. Children stop yelling and shouting, for example, when they discover that their shouts don't carry or their yells no longer echo. Both teachers and pupils can hear better, too, without needing to raise their voices. That's why sound conditioning is so essential to good teaching and student reception. Juve-

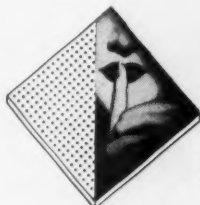
nile behavior and discipline improve immediately, too!

Thousands of schools have already solved the noise problem with sound-absorbent Acousti-Celotex ceiling tile. Calm, constructive quiet *immediately* replaces harmful excess noise. Mental concentration, too, is immediately improved when Acousti-Celotex tile "soaks-up" unwanted noise.

Your school can be sound conditioned at night without disrupting the daily routine. Acousti-Celotex cane fibre tile requires no special maintenance, can be painted again and again without reducing its sound-absorption efficiency. Your local Acousti-Celotex distributor will gladly give you a free analysis of your noise problem. Write for his name plus your free copy of the informative booklet, "25 Questions and Answers on Sound Conditioning."

The Celotex Corporation, 120 South La Salle Street, Chicago 3, Illinois.

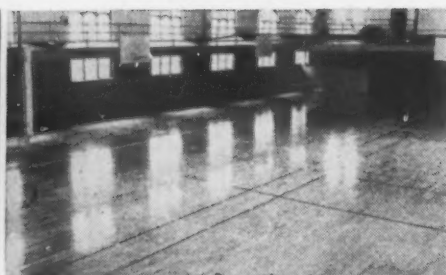
THE CELOTEX CORPORATION • CHICAGO, ILLINOIS



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Sound Conditioning

PRODUCTS FOR EVERY SOUND CONDITIONING PROBLEM

FLOOR SEALS by BRULIN



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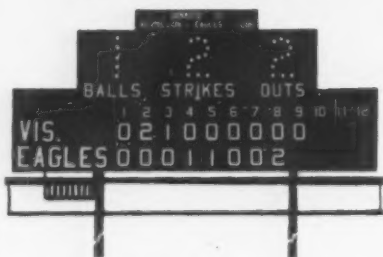
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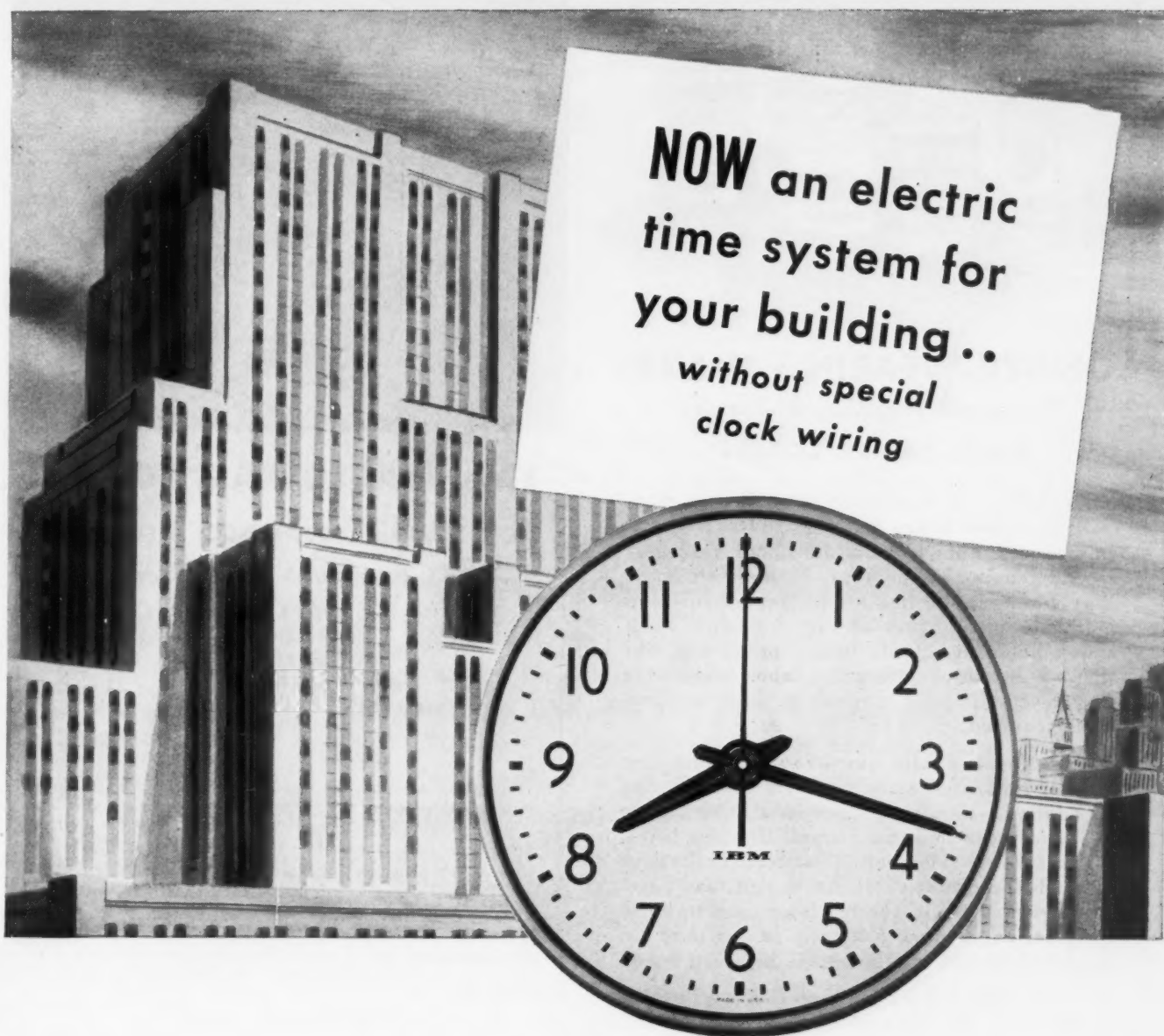
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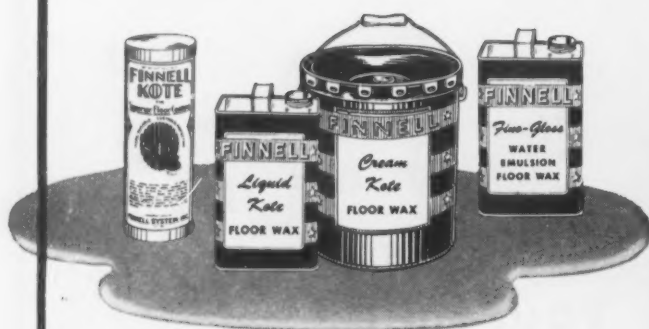
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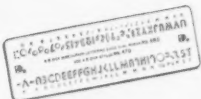
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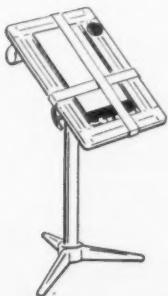
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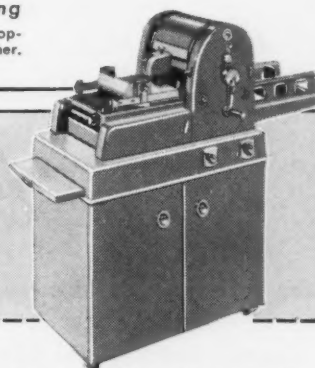
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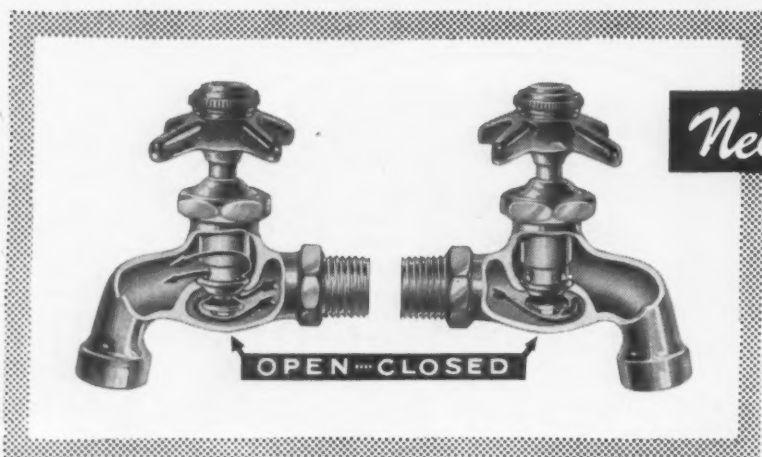
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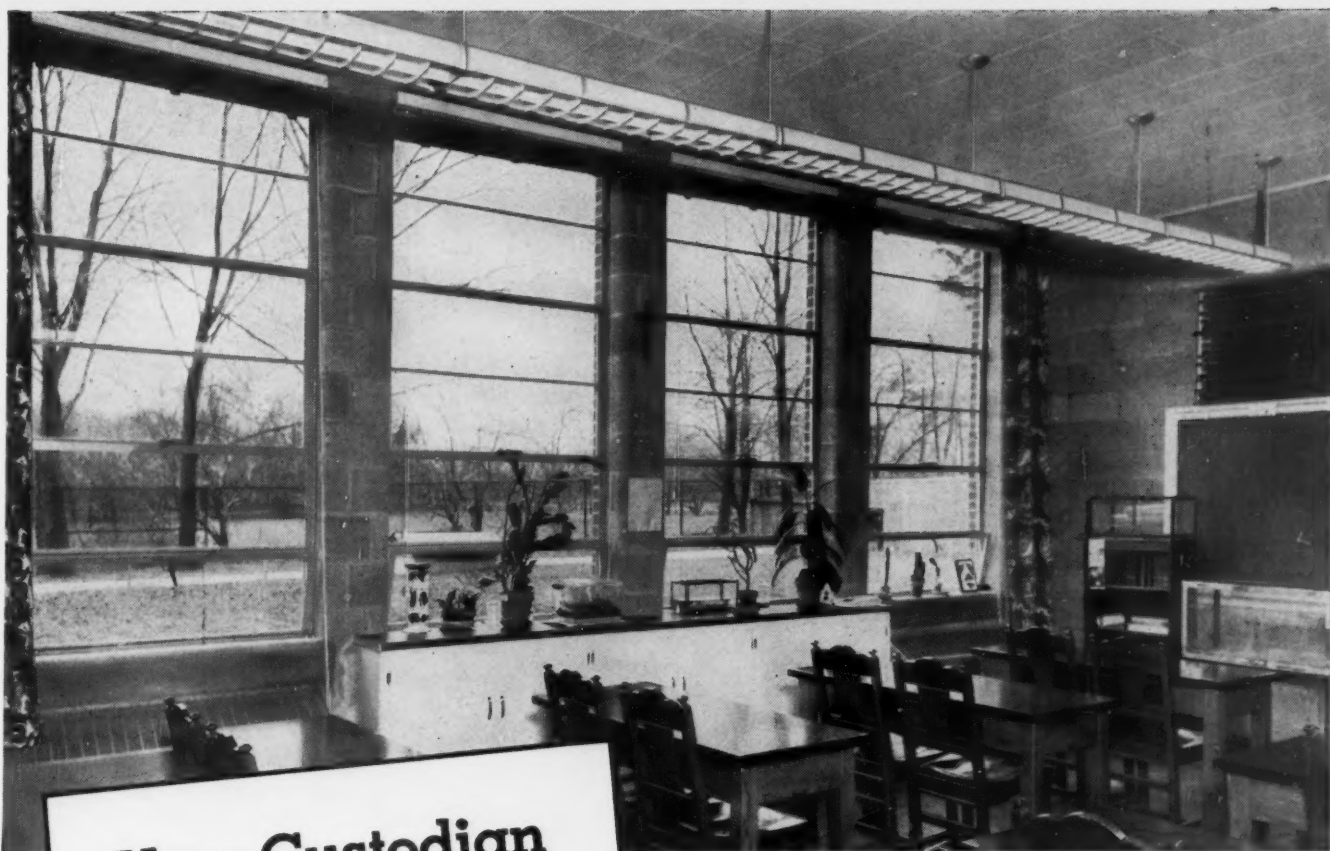
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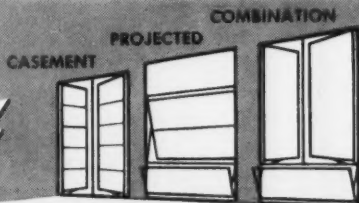
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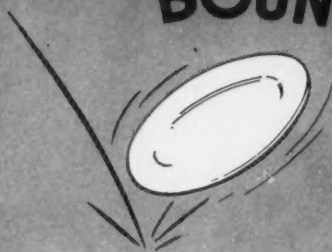


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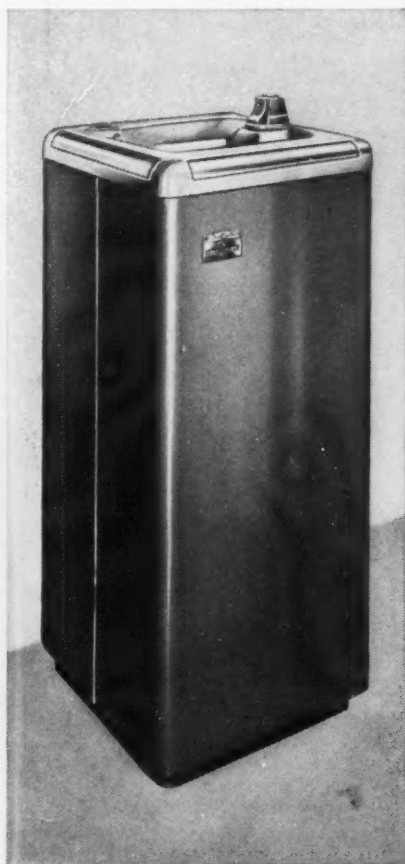
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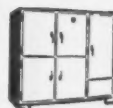
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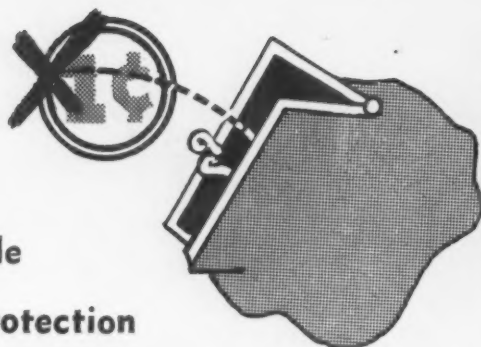
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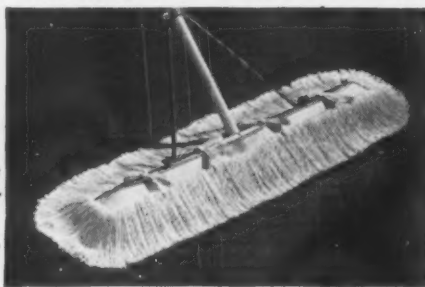
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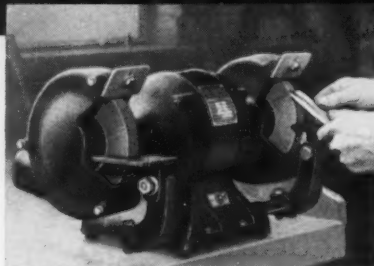
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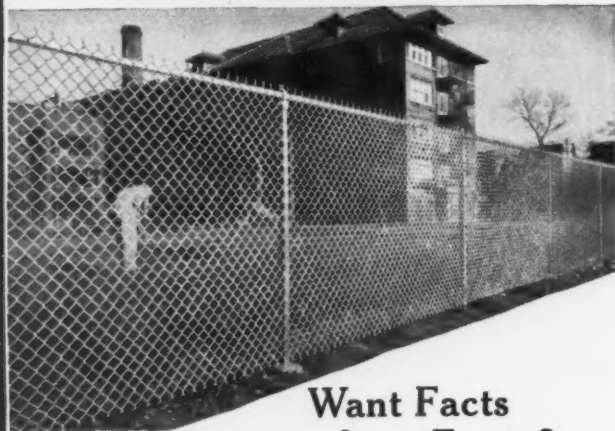
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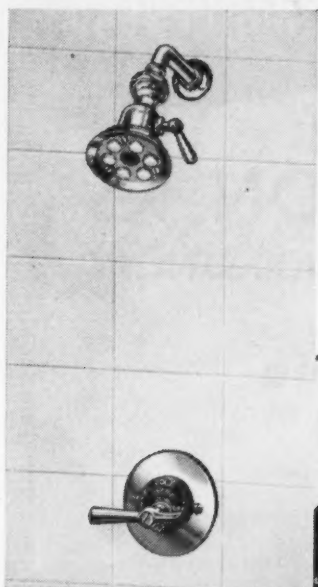
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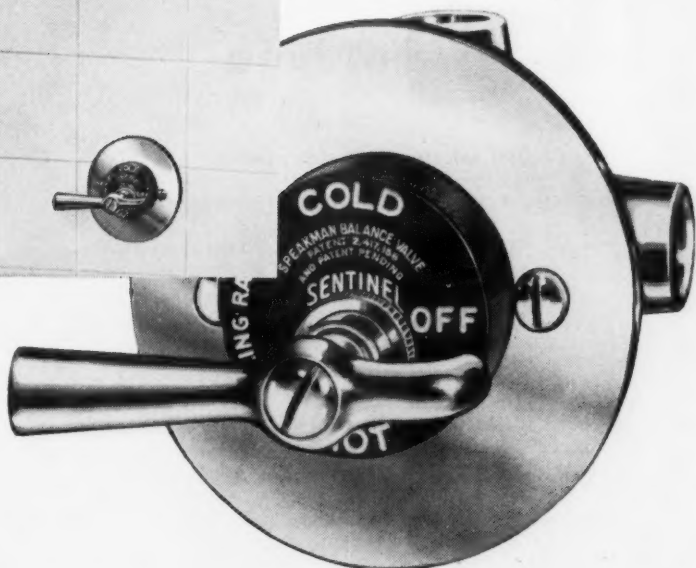
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Speakman Concealed Sentinel Shower with Anystream Shower head. Size 1/2".



SPEAKMAN *Sentinel Shower*

WITH THE **ANYSTREAM
SHOWER HEAD**

THE F-L-O-A-T-I-N-G SENTINEL



Holds shower temperatures steady!

It maintains shower temperature set by the bather.

It guards against sudden temperature changes to steaming hot or icy cold water caused by fluctuating supply line pressures.

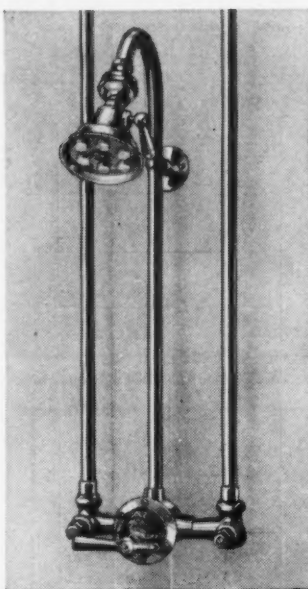
It has no tricky, temperamental springs, rockers, thermostats or other gadgets that might break down and are difficult to replace or repair.

It works on water pressure alone!

It is easily accessible from face of wall and can be quickly removed, if necessary, for inspection or cleaning without shutting off the water supply!

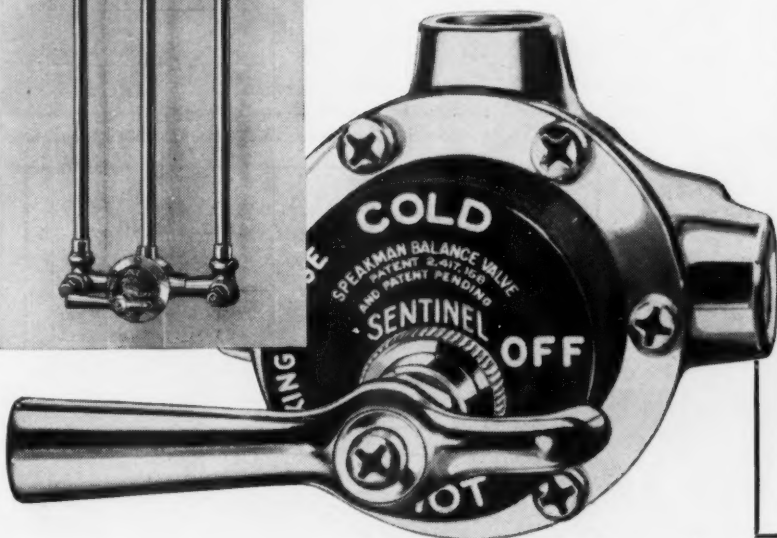
It is an ideal companion for the **SPEAKMAN ANYSTREAM SHOWER HEAD** which gives normal—needle—flood spray with just the turn of the lever.

• Send for Sentinel Shower Folder BV-1 containing specifications and roughing-in diagrams of Sentinel Showers for all types of installations. For complete matched sets of Speakman Showers and Fixtures, see our catalog S-46.



S-1720

Speakman Exposed Sentinel Shower with Anystream Shower Head. Size 1/2".



"Established in 1869"

SPEAKMAN

SHOWERS AND FIXTURES

SPEAKMAN COMPANY, WILMINGTON, DELAWARE



BOSTON

PENCIL SHARPENERS

Specify
BOSTON KS
FOR SCHOOL UTILITY

- 1—Dial selector for 8 size pencils.
- 2—BOSTON twin milling 15 cutting edge cutters.
- 3—All metal, nickel plated receptacles.
- 4—Streamlined heavier stand for greater classroom strength.

ORDER TODAY—THE MODERN LINE OF PENCIL SHARPENERS
C. HOWARD HUNT PEN CO., CAMDEN, N. J.

Also Manufacturers of Speedball Pens and Products—Hunt Pens



**HOW ABOUT YOUR
SEATING NEEDS FOR '49?**

There's still time to get Spring or Summer delivery of your

Universal STEEL GRANDSTANDS
for the 1949 Sports Season.

From the table below select the plan you need — or specify your space measurements, or the number of seats you require, then



Showing stands erected on concrete ribbon foundations.

TABLE OF SEATING CAPACITIES			
PLAN	LENGTH	ROWS HIGH	CAPACITY
No. 1	90'0"	8	520
No. 2	138'0"	10	1000
No. 3	198'0"	10	1430
No. 4	234'0"	12	2028

**SEND US
YOUR
INQUIRY
FOR
PRICES
NOW!**

Engineering Dept.
UNIVERSAL BLEACHER COMPANY
Champaign, Ill.

Without obligation to me, send a cost estimate on Plan No. _____ Our space measurements are _____ We need seats for _____ persons.

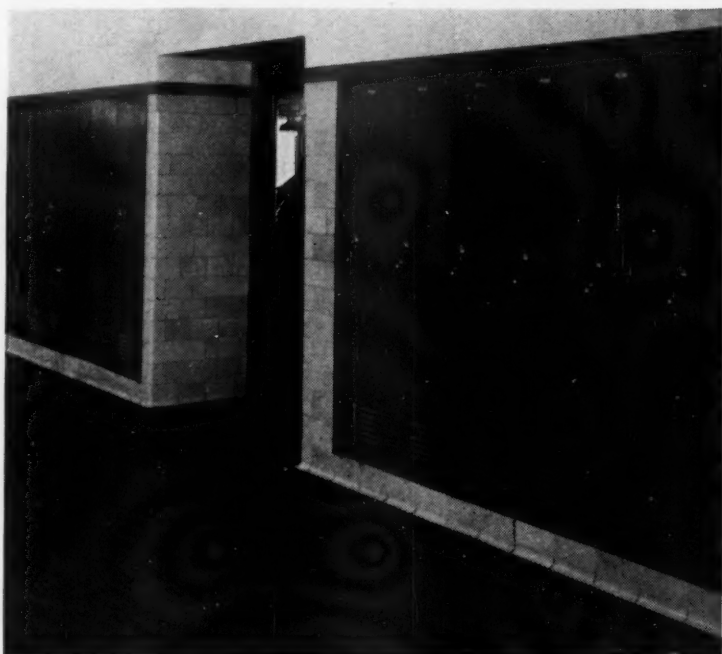
Name _____
Address _____
City - State _____

Universal
BLEACHER COMPANY

Bleacher Experts for Over 30 Years

Orderly Habits

develop quickly with **Berger Steel Lockers**



● Tommy's school day begins and ends at his individual Berger Locker. Mornings, he deposits coat, hat, lunch box, afternoon-class books, possibly his musical instrument or some item of athletic equipment in its roomy interior. Afternoons, he reverses the process. *Without conscious effort*, he's developing lifetime habits of order and neatness. His Berger Steel Locker—which so readily accommodates all his personal necessities—plays a big part in helping teachers influence Tommy's progress.

Following Tommy through his daily activities demonstrates how *completely* Berger serves the school world. Berger Steel Lockers—and Storage Cabinets—function as classroom storage centers . . . take care of teachers' personal effects . . . accommodate gymnasium and athletic field equipment . . . serve in science laboratories . . . protect drawing instruments and supplies . . . provide efficient storage facilities in countless more special applications.

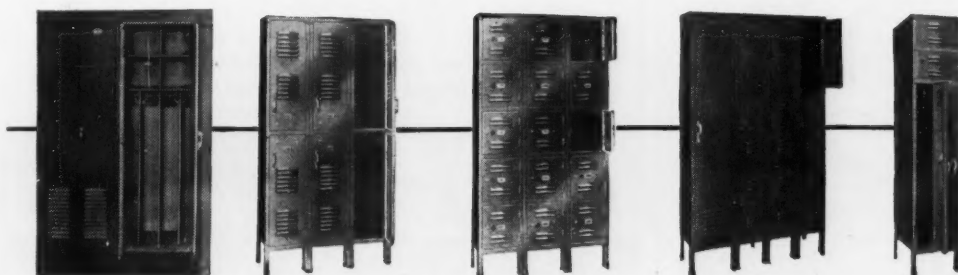
In your planning for new and enlarged educational facilities, look to Berger, the leader, for the finest in steel school storage equipment . . . assistance in school planning, too.

Berger



Manufacturing Division

REPUBLIC STEEL CORPORATION • CANTON 5, OHIO



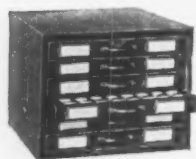
NEW! SLIDE FILE CABINET

ALL STEEL
FIREPROOF
INDEXED
PRACTICAL
EFFICIENT



File Drawer for individual slide holders. Model SF-5

File drawer for "Blocked" unit slides Model SF-5-S



FILMSTRIP CABINET

MF-6 Similar to Slide Files... has 6 drawers, adjustable dividers. Holds over 300 regular 1 1/2" 35 mm filmstrip cans... overall size 15" wide; 12" deep; 13" high.

FOR ALL 2"x2" SLIDES... Files: ready-mounts, glass, etc., heavy gauge welded construction thruout... 5 drawers, instant selection. Overall size: 15" wide; 12" deep; 13" high. Olive-Grey enamel baked on. Polished chrome trim.

Model SF-5 holds 1250 slides (2500 readymounts). Model SF-5S holds approx. 2500 slides (5000 readymounts).

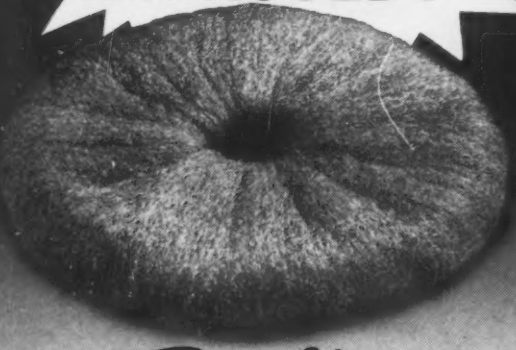
New 16mm Catalog No. 17 Now Ready...

16MM Equipment
Film Cabinets* Power Rewinds* Splicers* Film Cleaners* Projection Tables* Reels* Cans* Complete Line

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427 WEST 43 ST. PRODUCTS CORP. • NEW YORK, N.Y.

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(for all disc-type floor machines)
provide a quicker, safer finish

THE WILLIAMS COMPANY—Steel Wool Products NS-449
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Send literature showing how Sun Ray's radial strands save time and money and make floors safer.

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the FRANKLIN-LEE COMPANY

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HAVE HEAVIER ENROLLMENTS
CREATED A SPACE PROBLEM?

ARE YOU STOPPED BY HIGH
BUILDING FOOTAGE COSTS?



Down in
45 seconds

Up in
45 seconds



Answer: Multiple Use of Space!

Meet these problems as others from coast to coast have with "In-Wall" units. Serve more children in less space. All steel construction. Installation requires no remodeling. Engineering surveys and layouts furnished.

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12726 Burt Rd.
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SCHIEBER
In-wall

FOLDING TABLES & BENCHES



PETE'S THE *Picture of Health*

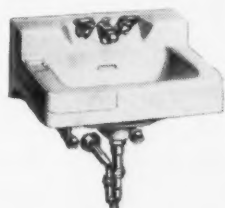
... AND CRANE PLUMBING IS IN THE PICTURE

Pete doesn't know what's behind it—he only knows he feels just swell.

But *Crane designers* know what it takes to keep him that way. The fountain he drinks from . . . the Crane lavatories . . . showers . . . toilets . . . urinals . . . all are designed for maximum health protection.

And of course health comes first. But the very things that safeguard health—Crane sanitation, Crane dependability—these are also important to low maintenance. Less time spent on cleaning, less time lost on repairs—it *pays* to have the best!

You can have Crane school fixtures in a style and size for students of all ages. See the complete line at your Crane Branch, Crane Wholesaler, or Plumbing Contractor, whether you plan a new installation or the modernizing of your present facilities.



for health . . . Crane lavatories, stay sparkling clean with a daily once-over. To renew one of these Dial-ese faucets, just slip out the old cartridge unit, slip in the new—one unit fits all Crane faucets. Shown: the 1-135 Oxford Lavatory.



for health . . . Crane urinals flush thoroughly every time—automatically, if desired. Crane supplies not only the fixtures themselves, but also the piping that makes them work. Shown: the 7-87 Correcto Urinal.



for health . . . Crane wall-mounted toilets make for easy cleaning below, highest sanitation all around. Shown: a Crane Lowall Closet.



for health . . . Crane drinking fountains are designed to prevent any possible contamination. Shown: a Crane Corridor Fountain.

CRANE

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PLUMBING AND HEATING
VALVES • FITTINGS • PIPE

NATION-WIDE SERVICE THROUGH BRANCHES, WHOLESALERS, PLUMBING AND HEATING CONTRACTORS

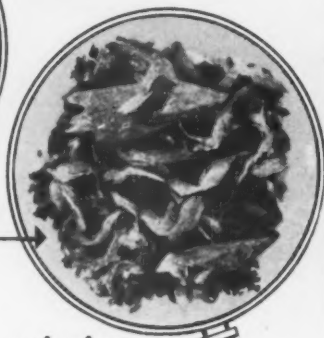
Look at the SHAVINGS

— and you'll buy Apsco



Broken points, pieces of wood when pencil is scraped, not shaved

Uniform, fine shavings from Apsco's "honed to a razor-sharp edge" cutters.

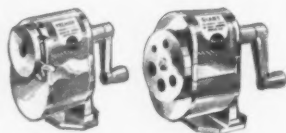


Before you order, get convincing proof that Apsco gives you best value for your budget dollar!

You be the sole judge! Check the shavings from your pencil sharpeners. See the smooth, even shavings which result from Apsco's exclusive processes in making case-hardened (for long life), razor-sharp cutters with the special "under cut" feature. Note the absence of bits of lead—Apsco has a positive metal pencil stop that safeguards points. Think what this means to you as you get far more points per pencil, with less time and effort. Then call your favorite dealer or write us for his name—get quotations on Apsco—there are models to meet each one of your needs from the world's largest manufacturer of pencil sharpeners.



Apsco "Dexter A"



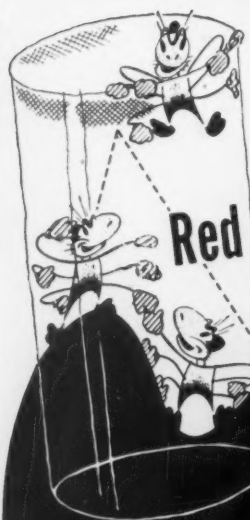
Apsco "Premier" Apsco "Giant"

Apsco Pencil Sharpeners

PASTE ON PENNY POSTCARD AND MAIL TODAY

AUTOMATIC PENCIL SHARPENER CO.
1803 Eighteenth Ave., Rockford, Illinois
(Sales offices also in North Hollywood and Toronto)

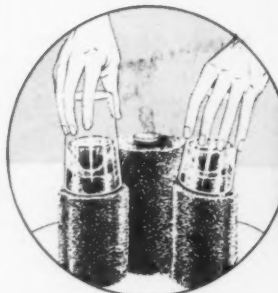
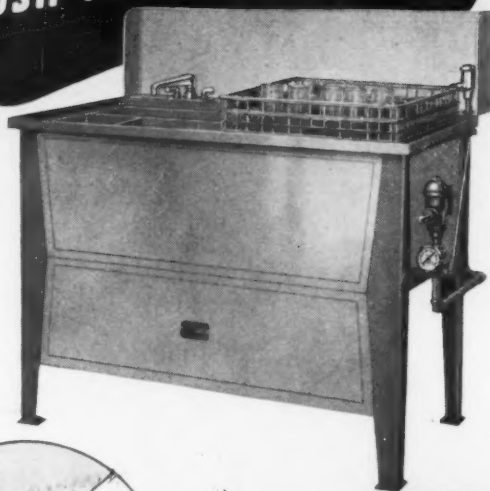
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Individual _____ Title _____
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City _____ State _____



Customers Rebel Against the sickly Red Tinge of Lipstick!*

GET GLASSES CLEAN WITH A

BLAKESLEE
BRUSH TYPE GLASS WASHER



CLEAN MORE GLASSES QUICKER!

There is only one way to get glasses clean... Blakeslee triple-brush action cleans two glasses at a time—inside and out... Scrubs and polishes in one easy operation. After washing, the glasses are subjected to a "timed" 180° or over final rinse spray.

* Medical authorities state that germ laden lipstick on glasses is the source of communicating innumerable diseases.



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DISHWASHERS • PEELERS • MIXERS

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AT UNIVERSITY
OF MICHIGAN

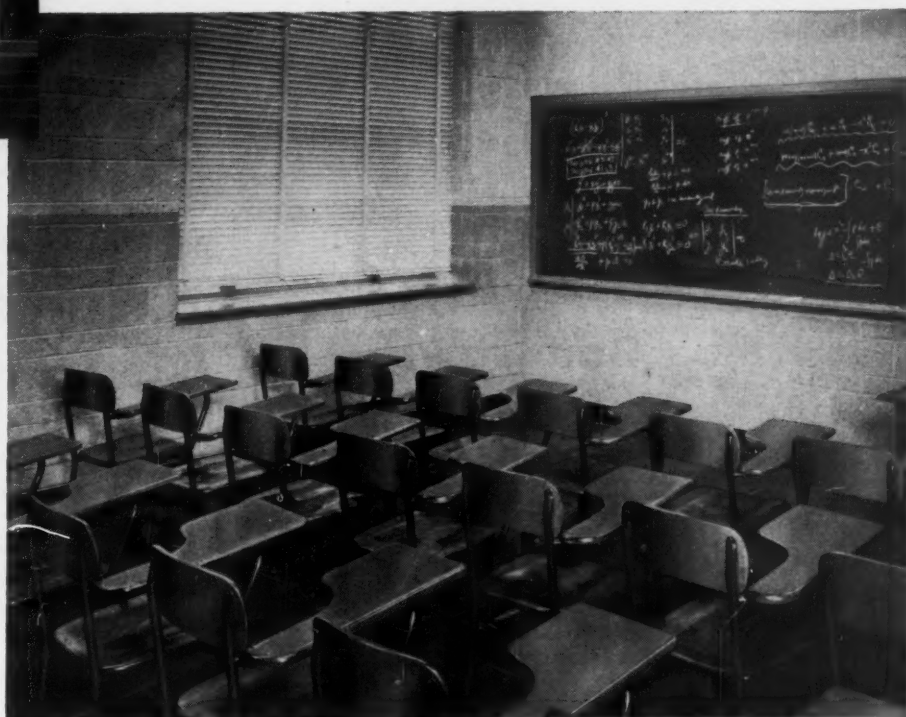


Expansion Program Calls For Modern Tubular Furniture

The classrooms of a newly completed wing of the Engineering Building at Ann Arbor are equipped throughout with Heywood-Wakefield tubular units. Installation sold through Ned Oglesby, Representative, Heywood-Wakefield Company, 666 Lake Shore Drive, Chicago 11, Illinois.



CHAIR S-817 TA



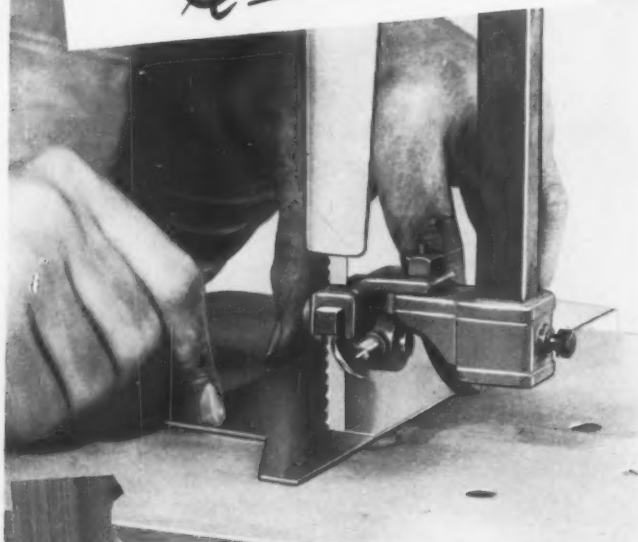
TUBULAR steel construction makes Heywood-Wakefield school furniture rugged enough to withstand long service—yet light enough to be moved about readily as changing requirements dictate. Shown in this newly completed University of Michigan classroom is unit S-817 TABS with which the new wing is completely equipped. Note the wide study arm and convenient book-rack under the seat.

This, and other models in the complete line of Heywood-Wakefield tubular furniture are fully illustrated and described in our current folder which will be sent on request without charge. Write: Heywood-Wakefield, School Furniture Division, Menominee, Michigan.



SCHOOL FURNITURE DIVISION

"Green Hands"
become "Old Hands"
Quicker



ATKINS *Silver Steel* Bandsaws

Atkins "Silver Steel" Bandsaws help student and teacher alike to get off to a fast start. Because these saws cut clean and smooth, the student turns out creditable work right from the beginning. He acquires the craftsman's pride in fine workmanship, the eagerness to learn that makes the teacher's job so much easier. And Atkins Bandsaws are easy on school budgets, too. Made of famous "Silver Steel", they stay on the job longer, with fewer replacements.



ATKINS
Silver Steel **SAWS**

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Branch Offices: Atlanta • Chicago • New Orleans • New York • San Francisco

SAVE HEAT



PREVENT DRAFTS



STOP NOISE



BY
INSTALLING

YALE STANDARD DOOR CLOSERS

They have been the standard for 50 years—millions are now in use—because they are easiest to install, most dependable.

Easily applied on doors of either hand without mechanical change. No reversing. A full-size marker spots the screw holes. Unexcelled in closing power; a single, dual valve provides separate adjustments of general and latching speeds.

Traditional YALE craftsmanship means many years of trouble-free service.

THE YALE & TOWNE
MANUFACTURING COMPANY
STAMFORD, CONN., U. S. A.

TRADE **YALE** MARK

clearer sharper **FILMSTRIPS** more brilliant **SLIDES**

instant operation either way

The only slide and film strip projector originally engineered for dual purpose operation

Amproslide Model "30-D"

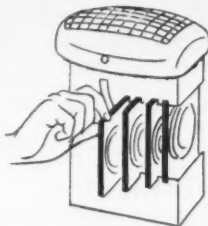
Show your slides and film strips on a projector that has been *engineered* to bring out the crisp, sharp details and brilliant clarity of *every* picture. The unique Ampro optical system utilizes the *entire cone* of bright white light—without the usual masking or shielding. The result: brighter slide pictures, extra brilliant film strips! You also have *instant conversion* from slide to film strip use and back again. Nothing to add, no parts to remove, no fumbling for knobs and attachments. Project both slides and film strips on the same program . . . without interruption. Easy operation, gentle film and slide treatment, simplified maintenance plus a host of other unusual features, have made this Amproslide Model "30-D" the standard, dual purpose projector in schools, colleges, churches . . . everywhere!

AMPRO CORPORATION

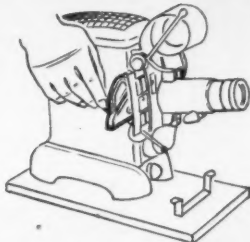
CHICAGO 18, ILLINOIS

IN CANADA: Telephoto Industries Limited
1438 Yonge Street, Toronto

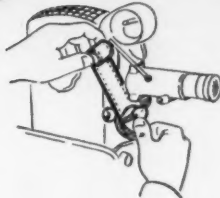
A General Precision
Equipment Corporation
Subsidiary



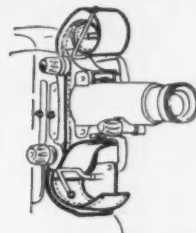
Scientifically designed optical system for more brilliant pictures. Simple to clean.



One-hand snap action slide carrier for instant centering of all slides.



Fast, simplified threading of 35mm. film strip.



Curved film guideways protect precious film strip.

Send for FREE Circular

On Amproslide Projector Model "30-D" giving full specifications and prices. If you are interested in sound motion pictures send 10c for 16-page booklet, "The Amazing Story of Sound Motion Pictures." It dramatically illustrates the various steps in the recording and reproducing of sound on film.

AMPRO
8mm. Silent • 16mm. Silent
16mm. Sound-on-film • Slide Projectors
16mm. Arc Projectors

• Trade Mark Reg. U.S. Pat. Off.

AMPRO CORPORATION, 2835 N. Western Ave., Chicago, Ill.

Please send me free circular giving full details about the Amproslide Model "30-D" Projector.

I enclose 10c ☐ for a copy of the illustrated booklet, "The Amazing Story of 16mm. Sound Motion Pictures."

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"NEW FLOOR" BEAUTY

● Keep floors in A-1 condition with fast-acting, long-wearing Brillo Floor Pads. High-quality steel fibers are cross-stranded and compressed into 100% useful disc of maximum efficiency. Use for smoothing, cleaning,

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Write, Brillo Mfg. Co., Inc.
Brooklyn 1, New York

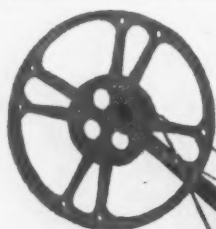
Send for helpful
folder on low-cost
floor upkeep

USE

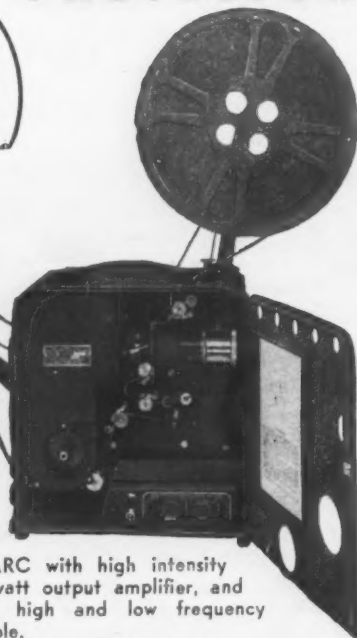
BRILLO
SOLID-DISC STEEL WOOL
FLOOR PADS



16mm Sound-on-Film PROJECTOR



Large 10-Tooth
Sprockets—
4 teeth engaged in
film at all times,
giving maximum
film life.



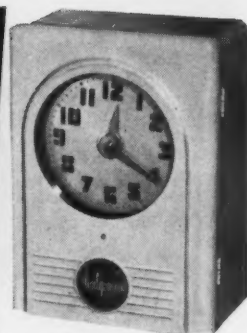
The new REXARC with high intensity arc lamp, 40 watt output amplifier, and newest coaxial high and low frequency speaker, available.

BEFORE YOU DECIDE TO PURCHASE
write for the new catalog detailing the advanced features found only in a REX 16mm Sound-on-Film Projector.

HOLMES PROJECTOR CO.

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NEW - ALL NEW
Montgomery
PROGRAM TIMERS



Montgomery provides over 90%
of these types of low cost program timers
used in schools.

- New — rich grey hammerloid hard baked enamel case finish.
- New — bright chrome finished metal parts.
- New — clear vision face and hands.
- New — circuit switching components.
- New — greater accuracy, longer life, simplified installation.

1, 2 or 4 circuits — controls any number of signals.
for SCHOOLS - INSTITUTIONS - FACTORIES

Tear out this ad and pin it to your letterhead for completely descriptive and illustrated catalog with prices.

Montgomery

MANUFACTURING COMPANY

549 WEST WASHINGTON BOULEVARD • CHICAGO 6, ILLINOIS

Mitchell
FOLD-O-LEG
tables

BUILT BETTER, STRONGER

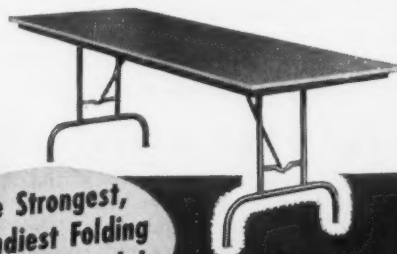
The most popular folding tables for school and college use . . . provide 25% greater seating capacity without knee interference . . . store in 300% less space . . . rigid when set up.

FOLD-O-LEG Tables are good looking. Top satin finish brown tempered Masonite Presdwood, unmarred by bolts, rivets or nails. Folding legs: Sturdy, welded tubular steel, finished in bryce beige enamel. FOLD-O-LEG Tables last longer because they are stronger.

Prompt Delivery . . . Write for descriptive folder.

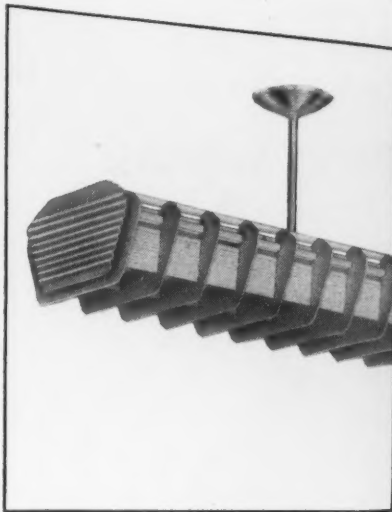
MITCHELL MFG. COMPANY

2734 S. 34th St., Milwaukee 7, Wis.

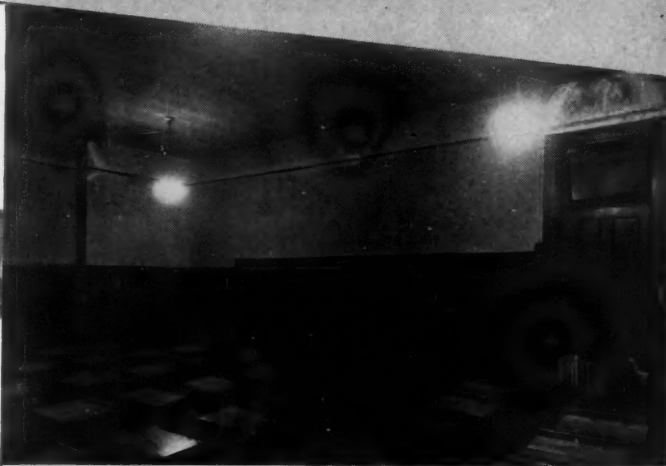


**The Strongest,
Handiest Folding
Table Made!**

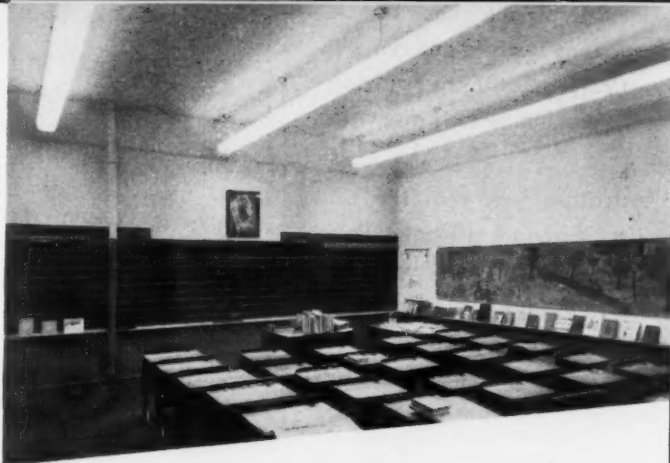
now! classrooms of light!
completely packaged!



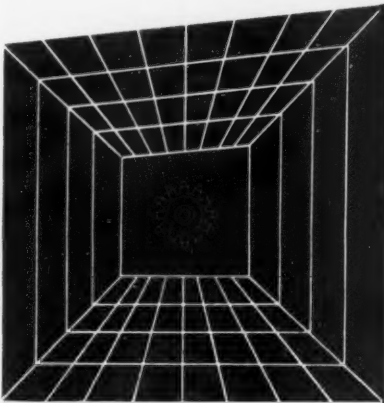
Latest of a long series of
Pioneering "Firsts" in Good
Lighting.



Typical classroom
with old lighting.



Same classroom
relighted with
Miller Series-
Louver Luminaires.



Packages of light for classroom lighting — everything necessary for providing well-diffused illumination for the average classroom. These packages contain Miller C62 Series-Louver luminaires for 40-watt fluorescent lamps. Pre-planned for easy seeing. Nothing else to buy. Local contractors can install. Wire or write for details. Miller Lighting Service is all-inclusive. Miller field engineers and distributors, conveniently located, are at your call.

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SINCE 1844

ILLUMINATING DIVISION, MERIDEN, CONNECTICUT

ILLUMINATING DIVISION: Fluorescent, Incandescent, Mercury Lighting Equipment; HEATING PRODUCTS DIVISION: Domestic Oil Burners and Liquid Fuel Devices; ROLLING MILL DIVISION: Phosphor Bronze and Brass in Sheets, Strips and Rolls

"The Teacher's pet"

OF ANY CLASSROOM...

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Liquid Duplicator such as gravity feed rollers, visible fluid supply, unit master sheets which can be erased or corrected without trouble, etc. But in the school room it's performance that counts and you have never seen such a machine for this.



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Please ☐ send literature and samples
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SCHOOL _____

Some features

IN THE MAY ISSUE OF **The NATION'S SCHOOLS:**

1. The fourth in a series of interviews. This time the attitude of business toward public education is expressed by leaders of the U.S. Chamber of Commerce.
2. The A.A.S.A. regional conference at Philadelphia will be appraised by five school administrators at a roundtable discussion.
3. "Planning Next Fall's Pre-School Conference" — a story of how Prayer Week became a year round in-service training program.
4. "Better Teachers Are Coming," predicts Ralph Tyler, dean of the department of social science at the University of Chicago, and formerly chairman of the department of education.
5. A visit with W. T. White, superintendent, Dallas, Texas, and chairman of the 1949 A.A.S.A. yearbook on "American School Buildings."

These are just a few of many feature articles that will appear in the big May issue of The NATION'S SCHOOLS.

Watch for your copy.

The NATION'S SCHOOLS

919 N. MICHIGAN AVENUE
CHICAGO 11, ILLINOIS

"as I always say:

FAMILIARITY BREEDS **CONTENT**"



The more you see of Columbia Venetian Blinds—the more you operate them, live with them—the more satisfied you are. It's true of housewives and homeowners. It's true of decorators and commercial and institutional users. *Columbia* is the name they know and trust.

"CCC"—a quick way to say Columbia-Controlled-Construction—is back of Columbia quality. It means Columbia control of all the elements of your blind. It accounts for the silky-smooth operation of all working parts. It insures long, economical wear.

For any size, any type of installation, any quantity—choose Columbia Venetian Blinds through your nearest Columbia Authorized Dealer. Consult with him today!

Columbia
VENETIAN BLINDS
AND WINDOW SHADES

Columbia Venetian Blinds and Window Shades are sold only in leading department and furniture stores and shade shops designated as Columbia Authorized Dealers.

—Ask a Columbia Authorized Dealer—

QUICK CHECK ON Columbia QUALITY POINTS

- ✓ handsome headbox, dust-and-rustproof, completely encloses all satin-smooth working parts.
- ✓ choice of enameled-coated steel or aluminum slats. Easy to clean.
- ✓ tape removal clip at top and bottom makes tape changing quick, easy.
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- ✓ Columbia's special Snap-Stop keeps blind from rattling, banging when window is open.
- ✓ "famous fourteen" colors fit harmoniously into any color scheme.

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PEABODY TEACHERS' DESKS READY FOR PROMPT DELIVERY



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RECESSED BACK PANEL— SOLID OAK

Designed to provide comfort, an abundance of desk and drawer space. Solid white oak—41" x 29" x 30" high. Write for complete details and prices. Now ready for shipment.

PEABODY No. 260 Steel Movable Desks

This is one of the most practical school seats ever designed. It is roomy, comfortable and flexible in use. Peabody No. 260 has positive adjustment of both seat and desk—silent adjustable hinges—trouble-free swivel—solid Hard Maple top. Comes in new Sun Tan color.



THE PEABODY SEATING CO., Inc.
NORTH MANCHESTER INDIANA



SEALS PRESERVES PROTECTS FLOORS

Sealing with Trans-I-Lac is your first step toward a practical, economical floor maintenance program. This remarkable sealer penetrates deeply into pores of wood, concrete, cork and mastic . . . seals permanently, protects floors from wear, stains and moisture. It is also impervious to ink, oil and foreign elements . . . lays a perfect, non-porous foundation for waxing. It will not darken. Call your Churchill distributor or representative today, or write . . .

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OVER 150 SUGGESTIONS
for plaques and tablets
for every school purpose
—all in handsome, im-
perishable International
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INTERNATIONAL BRONZE TABLET CO., INC.
150 WEST 22nd STREET NEW YORK 11, N. Y.

Integrated Office Practice Instruction Includes Adding-Listing Machines

Two basic types of machines needed for an integrated office practice course are the crank type calculator and the full keyboard adding-listing machine. Monroe offers these basic machines in an assortment that many schools have found ideal for classes of twenty-five pupils or more.

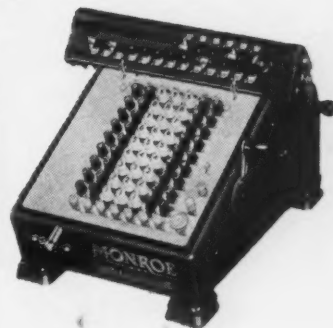
MONROE ADDING-CALCULATOR (MODEL LA-5)



... this electric Monroe Calculator enables the students to apply the basic training gained with the Educator, by using a machine that they will find in general use in business.

MONROE EDUCATOR

... a crank type Monroe Adding-Calculator made specially for schools only at a special price. Experience has shown that *five Monroe Educators* give the students ample opportunity to learn and practice the essentials of mechanical figuring.



AVAILABLE TO ALL TEACHERS

- Course of Study in Office Machines (form B-184)
- Teachers' Guide for the Monroe Educator (form B-182)
- Teaching Office Practice by the Rotation Plan (form B-118)
- Office Practice Rotation Plan Formulas (form XSS-243)
- Clerical Office Machine Program for Small High School (form XSS-258)
- Procuring Funds for Office Machines (form XSS-260)

MONROE ADDING-LISTING MACHINE MODEL 408-11-001

... Here is a full keyboard, electrically operated adding machine, that enables the students to learn and practice accounting methods.



All of these Monroe Models are available for immediate delivery. Office Practice Courses are provided for all models. Write our Educational Department for details.

Monroe Calculating Machine Co., Inc.

EDUCATIONAL DEPARTMENT • ORANGE, NEW JERSEY

"Job-Rated" Safety for Them

Economy and Dependability for You



IN selecting school buses, you will want—above all other things—SAFETY, DEPENDABILITY, and ECONOMY!

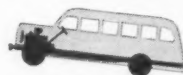
Dodge "Job-Rated" school bus chassis are engineered and "Job-Rated" to provide *maximum* safety and economy. Each is equipped with time-proved Dodge hydraulic brakes—famous for their safety, reliability and ease of action.

And of course—for more than 30 years—DODGE and DEPENDABILITY have meant one and the same thing!

This year, you can meet your requirements even more exactly—because Dodge now offers a variety of 13 basic chassis models on 5 wheelbases, accommodating school bus bodies of from 30 to 60 passenger capacity.

Your Dodge dealer will gladly explain the many advantages Dodge "Job-Rated" chassis will bring to your school bus operation. See him . . . soon!

SCHOOL BUS CHASSIS FOR BODIES ACCOMMODATING 30, 36, 42, 48, 54 AND 60 PASSENGERS



Model FS-152—3 models—range from 10,650 to 11,750 lbs. G.V.W. For 30 to 36 pupils.



Model FS-170—2 models—11,900 and 12,900 lbs. G.V.W. For 36 to 42 pupils.



Model FS-192—3 models—range from 14,300 to 15,000 lbs. G.V.W. For 48 pupils.



Model JS-212—3 models—range from 15,775 to 17,000 lbs. G.V.W. For 54 pupils.



Model RS-229—2 models—18,300 and 19,000 lbs. G.V.W. For 60 pupils.

DODGE

"Job-Rated" **SCHOOL BUS CHASSIS**

FIT THE JOB . . . LAST LONGER

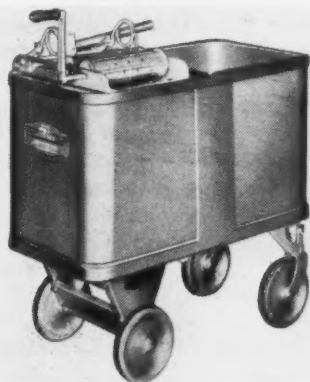
What's New **FOR SCHOOLS**

APRIL 1949

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 144. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Finnell Mop Truck



The newly designed Finnell Mop Truck has round corners and recessed wheels which permit it to be used in small spaces and which save space when stored. The truck has two 20 gauge galvanized tanks, each with a capacity of 28 gallons, and No. 6 rubber plug outlets discharge beneath the tanks. The 3 inch steel wringer rolls have a wringer pressure of 75 pounds.

A feature of the new truck is a mop shield beneath the wringer which prevents mops from dropping into dirty water when being wrung. The truck rolls on 4 double-disc pressed-steel wheels, two of which swivel for easy maneuvering. The truck is ruggedly constructed to withstand hard usage and is available in stainless steel or galvanized iron. Finnell System, Inc., Dept. NS, Elkhart, Ind. (Key No. 677)

Mimeograph Drawing Boards

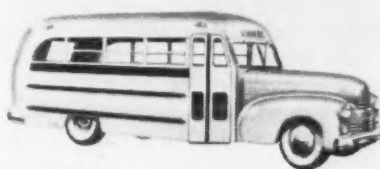
Two new illuminated drawing boards designed to simplify tracing of illustrations and lettering and designing of ruled forms on stencil sheets have been announced. Model 4 is an inexpensive, light weight, portable model designed for small schools producing illustrated mimeographed copies and ruled forms. Model 5 is designed for precision drawing, lettering and forms. New, movable, calibrated vertical and horizontal ruling edges give drafting table precision and facilitate simultaneous design and stencilization of forms, graphs and charts. The board features fluorescent lighting,

new type stencil clamps and new slot type positioning for the stencil.

The Tiltoscope base is available for use with Model 5 for sit-down operation. This metal, pedestal-type base with swivel top action permits tilting of the board to any convenient working position. A. B. Dick Co., Dept. NS, 720 W. Jackson Blvd., Chicago 6. (Key No. 678)

Small School Coach

The new Superior Pioneer Pacer is a narrow 16 to 20 passenger capacity all-steel safety school coach which has all of the construction and safety features of the standard size Superior coaches. The Superior Pioneer Pacer is a smaller version of the larger Superior Pioneer, designed for use where capacity needs are smaller and roads are narrow. The coach has an outside body width of only 80



inches. Superior Coach Corp., Dept. NS, Lima, Ohio. (Key No. 679)

Bus Grille Guards

Two new grille guards have been developed by Ford to protect headlamps and radiator grilles of all model 1948-49 Ford busses and trucks. Attractive in appearance, the outside frame of the new guards is of strong wall tubing with cross bars of heavy steel stampings. Horizontal and vertical bars are joined through specially designed slots which make a secure fitting yet permit flexibility. Heavy duty braces of steel tubing attached to frame side members support the grille guards. The guards are of all arc-welded construction, bonderized, primed and protected with baked-on black enamel. Attaching bolts are cadmium plated. Ford Motor Co., Dept. NS, 3000 Schaefer Rd., Dearborn, Mich. (Key No. 680)

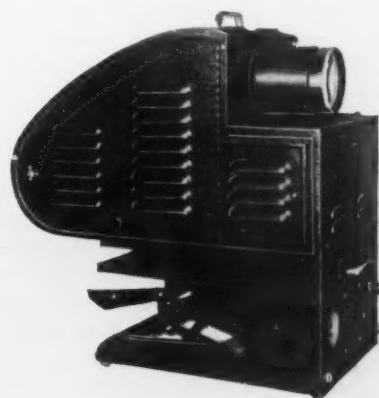
Pak Slide Viewer

The new La Belle Pak Viewer works on an automatic magazine loading principle which protects slides from fingerprint damage and mishandling. Ten 35 mm. ready mount slides are inserted in the metal magazine and are shown in correct sequence with a simple hand movement. The viewer is convenient pocket size and has fully optically ground focusing lens which permits sharp focus and brilliant color in viewing transparencies. La Belle Industries, Inc., Dept. NS, Oconomowoc, Wis. (Key No. 681)

Opaque Projector

The new Model OA4 Opaque Projector has been developed as a teaching aid. A feature of the new model is the large projection area which permits accommodation of an 8½ by 11 inch page either horizontally or vertically.

The new model has a 22 inch focus low reflectance coated objective lens of 4 inch diameter for clear, crisp screen images in a darkened room. It accommodates two 500 watt projection lamps and is cooled by a 115 volt universal AC or DC motor-driven fan. The Model OA4 is equipped with two loose-leaf holders accommodating 8½ by 11 inch copy. Loose-leaf holders for other size pages are also available. The projector is 12½ inches wide, 22 inches high, 23 inches long and weighs approximately



54 pounds. Charles Beseler Company, Dept. NS, 60 Badger Ave., Newark 8, N. J. (Key No. 682)

Electric Typewriter



The new IBM electric typewriters are compact, fully streamlined and finished in a soft tone of gray. The Navy blue keys are finger contoured and the mechanism beneath them is covered by a key-plate to improve appearance and prevent the accumulation of dust.

The new machine retains the light key touch for performing all the heavy operations which is a feature of earlier models and the new features include: readily-adjusted multiple copy control; four position ribbon control; keyboard margin set; electric ribbon rewind, and line position reset. The new machine is available in the standard model and also in the executive model which can be had with any one of four type faces. **International Business Machines Corp., Dept. NS, 590 Madison Ave., New York 22. (Key No. 683)**

"Tuff-Duck" Book Covers

Colad "Tuff-Duck" book cover stock is designed to shed water, rain or slush; to be scuff-resistant, even when thoroughly wet; to remain strong and protective even when wet; to be cleaned by wiping with a damp cloth, and to be warp resistant and stick-proof. Book covers in the new "Tuff-Duck" material are ready to fold over the book without cutting or pasting. Points of wear are protected by double and triple layers and the covers are printed with a patriotic motif. The covers come in two sizes designed to fit virtually all text books. **The Colad Company, Inc., Dept. NS, 1441 Hertel Ave., Buffalo 16, N. Y. (Key No. 684)**

Full Line of Floor Machines

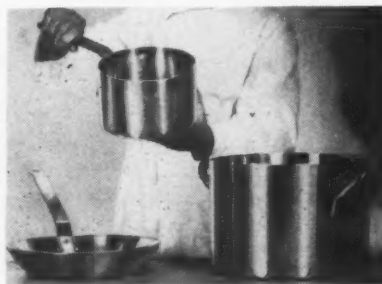
Three new floor machines have been added to the line of Clarke Floor Maintainers giving them five machines, designed to meet every floor maintenance need. The three new machines include a 13 inch diameter brush model, a 15 inch and a 23 inch size. These supplement the 17 and 12 inch brush diameter models already available.

The line of Floor Maintainers is designed and fabricated for hard usage and

dependable service. They are easy to operate, quiet and economical. Heavy-duty repulsion-induction motors, gear cases and drive bearings are designed for efficient service on any maintenance work whether scrubbing, waxing, polishing, steel wooling, disc sanding or rug shampooing and attachments are available for all of these floor maintenance problems. The finger-tip action safety switch is controlled by either or both hands and adjustable handles are available on all models. The machines have a low over-all height and are finished in polished aluminum. **Clarke Sanding Machine Co., Dept. NS, Muskegon, Mich. (Key No. 685)**

Rosslyn Metal Cooking Utensils

A new line of quality cooking utensils is being made of the new Rosslyn Metal. Made with a copper core which runs all through the sides and bottom, the utensils have inner and outer surfaces of stainless steel which provides a hard, bright metal cover that resists corrosion and is



easily cleaned. The copper core spreads the heat quickly and evenly through the vessels in all directions.

The new Rosslyn Metal utensils are being produced in frying pans of 3 diameter sizes, sauce pans and pots in 5 capacity sizes and stock pans in 3 sizes. **Lalanc & Grosjean Mfg. Co., Dept. NS, 92nd St. & Atlantic Ave., Woodhaven 21, N. Y. (Key No. 686)**

Slide Projectors

A companion to the recently announced 2 by 2 inch Vivid Slide Projector is a new series of 2 1/4 by 2 1/4 inch slide projectors which feature beautiful exterior design, fine optical engineering, functional operating ease and moderate price. The series is convertible from 150 to 300 watts with installation of a fan cooling unit optional.

The new projectors are designed to handle 2 3/4 by 2 3/4 inch overall slides but certain minor changes permit accommodation of 2 1/2 by 2 1/2 inch and 2 by 2 inch slides. The new models are designed to give sharp, brilliant projection of pictures. **Three Dimension Sales Co., Dept. NS, 4555 W. Addison St., Chicago 41. (Key No. 687)**

Life-Size Television

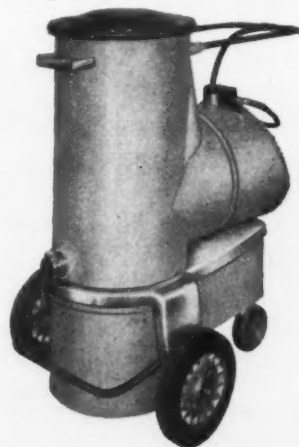
Equipment designed specifically for presentation of television programs to large audiences has been announced by RCA Victor. The pictures produced by the new projector can be fitted to suit screen sizes ranging from 3 by 4 feet to approximately 7 by 9 feet. The reflective optical system gives the pictures added brilliance and clarity.

The new projector permits instant selection of a desired station and is simple to operate. Controls are arranged for adjustment without interference with the projected picture and a simple focusing system permits adjustment for the longer or shorter projection throw, depending upon the size of the screen. The RCA all-electronic tuning system ensures well-framed, steady pictures and the sound system is a specially designed unit for operation adjacent to the projection screen. **Radio Corporation of America, RCA Victor Division, Dept. NS, Camden, N. J. (Key No. 688)**

Mobile Vacuum Cleaner

The Spencer Commercial Vacuum Cleaner is designed for fast, complete cleaning of all kinds of surfaces. It will clean school rooms, offices, auditoriums and other areas and is built for continuous service over the years at low maintenance costs. The unit is powered by a universal motor having a continuous rating of 3/4 h.p. and has a dirt can with a capacity of .875 cubic feet which is easily removed by a foot operated bar and rolled on its own casters to the point of disposal.

The machine is readily mobile by the hand rail at the top of the machine or a pull on the hose. It operates for long periods without loss of vacuum and the bag is cleaned without removing from the tank. Attachments permit use of the machine for the various cleaning



needs. **The Spencer Turbine Co., Dept. NS, 484 New Park Ave., Hartford 6, Conn. (Key No. 689)**

Improved Sound Systems

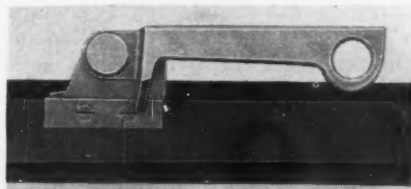
Several improvements with particular value as teaching aids have been made to the line of sound systems for audio-visual instruction developed by Mark Simpson. Model RK-5, a complete, portable, dual-speed disc recorder, features instant playback, crystal cutting head, separate volume and tone controls, 3 inputs, heavy-duty recording motor and table and heavy-duty 6 inch PM Alnico V Speaker.

Model TP-16A is a U.L. approved transcription player with built-in 5 watt high fidelity amplifier which was especially designed for reproduction of 16 inch transcriptions. It has 2 separately controlled input channels, high gain microphone input, heavy-duty dual-speed motor and a 10 inch speaker mounted in the removable cover of the case.

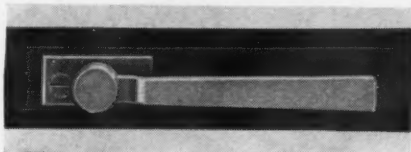
The Masco School System Amplifier, Model MS-24, is U.L. approved. This compact and versatile combined inter-communication and centralized control sound system can be used for up to 24 rooms and features 2 way conversation, simultaneous or selective paging, distribution of music and messages and can be used with any standard radio. **Mark Simpson Mfg. Co., Inc., Dept. NS, Long Island City 3, N. Y. (Key No. 690)**

Window Hardware

New locking hardware has been designed for Lupton Architectural Projected Metal Windows. The new locking handle for open-in ventilators has latch and keeper concealed within the meeting rail. The new locking handle for open-out ventilators is designed for operation by hand or by window pole. Ventilators are locked or unlocked with a slight turn of the new handle which is designed for comfortable grip and attractive appearance. It is made of solid bronze for long, trouble-free operation.



Locking Handle No. 3010.
For open-out ventilators.



Locking Handle No. 3011.
For open-in ventilators within reach from floor.

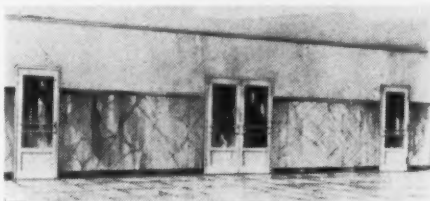
Michael Flynn Mfg. Co., Dept. NS, 700 E. Godfrey Ave., Philadelphia 20, Pa. (Key No. 691)

Plastic Cup and Saucer

A new cup and saucer set, made of melamine plastic known as Lifetime Ware, has been designed especially for institutional use. The cup handle is set low to permit the base of the saucer to stack atop the cup firmly in serving with the saucer's flange fitting outside the cup to minimize spillage. Cups and saucers nest compactly for storage and cups have a capacity of 6 ounces each. Lifetime Ware has the weight and feel of fine china while being virtually unbreakable and chipproof. It is light in weight, is unharmed by high temperatures in dish washing and reduces noise in handling. **Watertown Mfg. Co., Dept. NS, Watertown, Conn. (Key No. 692)**

Entrance Doors

The new Fenestra stock, hollow-metal entrance doors with large glass light are furnished in one standardized size, 3 feet by 7 feet, for use in single or double openings, and are supplied with a standard cylinder lock. The doors may be hinged right or left to swing in or out and come complete with frames and hardware machined, fitted and ready to



assemble. Attractive bronze push and pull bars and bronze ball-bearing hinges are available if desired. The doors are designed for entrance, exit, service door and other locations. **Detroit Steel Products Co., Dept. NS, 2250 E. Grand Blvd., Detroit 11, Mich. (Key No. 693)**

Super Gym Mat

The Super Gym Mat has a top surface of Super plastic which has no affinity to dirt so that it can be wiped clean with a damp cloth, has good traction, is not slippery, is unaffected by grease or perspiration and has a colorful, attractive finish. The bottom and side walls of the mat are made of gray canvas which harmonizes with the plastic top. Tufts appear only on the canvas bottom or sides, thus producing an unbroken and smooth top surface. The No. 101 mat has standard 50 per cent hair felt filling and the No. 102 mat has 100 per cent long black goat hair filling for unusual springiness. The mat is 2 inches thick, is well constructed and is designed for hard usage. **Petersen & Co., Dept. NS, Armat & Gaynton Sts., Philadelphia 44, Pa. (Key No. 694)**

Copy-rite Cabinet



The new Copy-rite cabinet is an all-steel cabinet built for long service and designed as a cabinet base for use with electrically and manually operated Copy-rite Liquid Duplicators. Storage space in the new cabinet is 16 inches deep, 26 inches wide and 29 inches high, entered by two doors with hinges of semi-flush construction and spring lock. Two pull-out shelves, one at each end of the top of the cabinet, add to the working space. The cabinet is 32½ inches high with a top surface of 17 by 26 inches. It is available in gray hamerloid or black crinkle finish. **Wolber Duplicator & Supply Co., Dept. NS, 1201 Cortland St., Chicago 14. (Key No. 695)**

Program Timers

The complete line of Montgomery synchronous program timers is now available in a new silver gray hamerloid baked enamel finish which is designed to be scratch-proof, chip-proof and soil-proof. Dial numbers and hands are finished in Chinese red for quick, easy reading. All exposed metal parts of the mechanism of the timers are finished in bright chrome plate which is acid and tarnish-proof. The new finishes were developed for improved appearance as well as better service. **Montgomery Mfg. Co., Dept. NS, 549 W. Washington Blvd., Chicago 6. (Key No. 696)**

Stencils

The new Protect"O"Film is a new stencil with a clear, protective film designed to make stencil cutting easier, faster and more efficient. The elastic film covering keeps letters in place to produce uniformly perfect copy and protects against type filling. The film is easily lifted away from the stencil to make corrections. Both Royal Blue and Lettergraph brands of stencils are available with Protect"O"Film. **The Heyer Corp., Dept. NS, 1850 S. Kostner Ave., Chicago 23. (Key No. 697)**

Fissured Mineral Tile

"Fissuretone" is the name of a new acoustical fissured Mineral Tile. It is an incombustible, rockwool tile with a travertine-like fissured surface which is supplied with a factory-applied coat of off-white paint finish with efficient light reflecting properties. The new tile was developed to provide a functionally efficient acoustical ceiling which would at the same time have a new design adaptable to traditional architecture and interiors as well as to modern decorative schemes. **The Celotex Corp., Dept. NS, 120 S. La Salle St., Chicago 3. (Key No. 698)**

Grease Interceptor Control

Discharge from one or more fixtures through a grease interceptor can now be properly distributed through use of the new Flow Control Tee recently perfected. The control guards against overloading due to sudden surges from sinks or other fixtures and maintains the flow so that the interceptor can operate at high efficiency.

The new Flow Control Tee is furnished with all Zurn Greaseptors and is available separately for use with present grease interceptor installations of any manufacture. The new Tee also provides proper venting and is equipped with a cleaning handle or plunger to remove solid material which may become wedged in the orifice. **J. A. Zurn Mfg. Co., Dept. NS, Erie, Pa., (Key No. 699)**

Slide Viewer

The new Kodaslide Table Viewer projects enlarged images from miniature photographic transparencies, on a new type of rear projection screen built into the viewer itself. It is designed to be used in a fully lighted room even with color transparencies. It is therefore especially adapted for teaching and study purposes.

The new viewer is portable and occupies less than 10 by 12 inches of desk or table space. It holds 75 cardboard slides or 30 double-glass slides and projects a brilliant, detailed image on a 7½ by 7½ inch screen. The viewer incorporates projector, slide changer and screen in one unit. **Eastman Kodak Co., Dept. NS, Rochester 4, N. Y. (Key No. 700)**

Daylight Projection

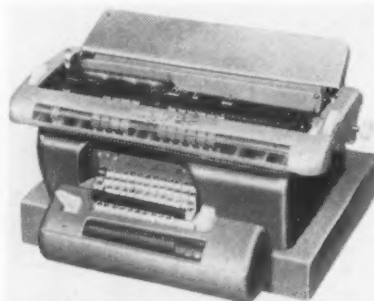
The new B-C-Scope is designed for daylight projection of slides, filmstrips or 16 mm. moving pictures, both black and white and colored. It fits on a desk or table with the projector and the op-

erator stands at the screen, facing the audience. The all-metal framework and plastic screen are designed for durability and the B-C-Scope folds into a case 3 inches deep and the size of the screen. Two screen sizes are available: 15 by 22 inches and 22 by 30 inches. **Burleigh Cashman Co., Dept. NS, Franklin, N. H. (Key No. 701)**

Bookkeeping Machines

The new line of bookkeeping machines, known as the "Foremost", 500 and 600 series, has been developed in modern, functional design. New features include a streamlined, non-glare case; finger-grooved, organ-type keys for simpler operation; optical lucite covering the registers which magnifies all figures for increased visibility, and special insulated, noise-absorbing Aphonc Stand to reduce operator fatigue and prolong machine life. All models in the new design are completely electrified.

Two, three or more related forms may be produced at one time on the new machines and many specific applications may be handled on one machine since



the operator can add, remove or reposition registers in a matter of seconds. Front feed insertion and collation permits one procedure operation. **Remington Rand, Inc., Dept. NS, 315 Fourth Ave., New York 10. (Key No. 702)**

Small Dishwasher

The Niagara Jr. is a new dishwasher designed for small schools serving 150 persons or less per meal. It is a sink-high machine with a wash tank and a rinse tank, each heated to the proper temperature by individual gas burner or steam injectors. The "Niagara Power Paddle," which is a paddle wheel for throwing a large volume of water and washing solution over the dishes with great force, is used in the new small unit to ensure thorough washing. A swivel faucet with hot and cold taps permits the unit to be used as a regular sink when not being operated as a dishwasher. The unit is available in either duco finish or stainless steel. **G. S. Blakeslee & Co., Dept. NS, 1844 S. 52nd Ave., Chicago 50. (Key No. 703)**

Product Literature

- Full information on "Terraflex, the New Plastic Asbestos Floor Tile" is provided by Johns-Mansville, 22 E. 40th St., New York 16, in an attractive, full color folder. **(Key No. 704)**

- The interesting story of the hypothetical "Mr. Higby" and his problem of floor safety and floor care is told in a revised edition of the booklet, "Mr. Higby Learned About Floor Safety the Hard Way." Prepared by the Walter G. Legge Co., Inc., 101 Park Ave., New York 17, the booklet tells the story of floors that need polishing through "Mr. Higby's" experiences after slipping on the floors in his offices. Why floors need waxing, what makes them slippery and how they can be polished and still be safe are some of the problems covered in conversational style in this helpful booklet. **(Key No. 705)**

- Practical hints on correct technics in the care and use of dry cotton mops for sweeping floors are offered in the revised edition of **Bulletin No. 25, "How to Sweep Floors With a Cotton Mop,"** issued by G. H. Tennant Co., 2530 N. Second St., Minneapolis 11, Minn. The advantages of cotton mop sweeping, methods of treating and cleaning a mop and other helpful suggestions are included. **(Key No. 706)**

- Over 250 separate items of school supplies, educational materials and art equipment are illustrated and described in the new 48 page **Catalog No. E-89** recently issued by The Milton Bradley Company, Springfield, Mass. Items are indexed alphabetically and displayed according to such classifications as art supplies, activity materials for primary grades, visual aids, educational toys and school furniture in this attractive booklet. **(Key No. 707)**

- The result of many years of study, investigation and findings on "Teramine, an Effective Disinfectant Germicide and Sanitizer" is presented in a booklet issued by West Disinfecting Co., 42-16 West St., Long Island City 1, N. Y. The 16 page book is divided into three parts presenting the properties and general nature of Teramine, specific methods of application and technical data and scientific information. **(Key No. 708)**

- Several new pamphlets pertaining to steel office equipment have been issued by Berger Mfg. Div., Republic Steel Corp., Republic Bldg., Cleveland 1, Ohio. In addition to catalog and price lists on standard steel office equipment, four attractive pamphlets have been prepared on "7 Answers to Your Storage Problems," "Berger Steel Filing Equipment," "Berger Steel Transfer Cases" and "Bookshelf Units." **(Key No. 709)**

- A most attractively laid out and printed booklet has been prepared by the School Lighting Division, Day-Brite Lighting, Inc., 5450 Bulwer Ave., St. Louis 7, Mo., on a lighting study made by the Denver Public School System. Entitled **"It happened in Denver's Schools . . . it can happen in yours,"** the booklet tells the story, in words, pictures and drawings, of a lighting survey conducted as a result of a modernization program, and the results achieved. (Key No. 710)

- The School Service Department, Westinghouse Electric Corp., 306 Fourth Ave., Pittsburgh 30, has published an index of **"Westinghouse Sound Motion Pictures and Slide Films for School Use."** The material described covers a wide range of subjects for use either in general assembly programs or for teaching and includes various teaching-aid charts and transcriptions as well as films. The materials are available for loan to schools at no cost except for transportation charges. (Key No. 711)

- A second set of **large quantity recipes** especially designed for lunchroom managers in schools, colleges and universities has been released by the American Can Co., 230 Park Ave., New York 17. Printed on attractive cards, the recipes are supplemented by information about canned foods, planning school lunch menus and the national school lunch program. (Key No. 712)

- A 24 page catalog showing the line of **"Soda Fountains and Luncheonette Equipment"** developed by the company is available from The Liquid Carbonic Corp., 3100 S. Kedzie Ave., Chicago 23. Full details, illustrations and specifications of all standard units are included to help in planning a new fountain installation. (Key No. 713)

- A fire protection program is the subject of a booklet entitled **"Protection of High Value Areas"** issued by the National Fire Waste Council and the Chamber of Commerce of the United States. Fire facts and the plan for solving the fire problem are clearly stated in the booklet, copies of which may be obtained from the National Automatic Sprinkler and Fire Control Assn., 205 E. 42nd St., N.Y. 17. (Key No. 714)

- Various types of brass fittings, with size and price listings, two and three way shutoff valves and drain cocks and cross section views of fitting joints as well as views of the same joints disassembled are some of the items described and illustrated in Bulletin No. 352, **"Handy Data on Brass Fittings,"** published by The Imperial Brass Mfg. Co., 1200 W. Harrison St., Chicago 7. (Key No. 715)

- Space to record 40 weeks of school menus is provided in the new **School Lunch Menu Planner** offered by H. J. Heinz Co., Pittsburgh 12, Pa. The Menu Planner is an 11 by 14 inch scratch pad containing 24 work sheets, 20 of the pages being ruled into rectangles providing space for menus for 2 weeks. 240 quantity recipes are included. (Key No. 716)

Film Releases

"The ABC of Pottery Making" and "Wild Life of the Desert," 16 mm. sound, black and white, Bailey Films, Inc. "Glacier Park-Canadian Rockies" and "Cotton Planting" and "Cotton-Picking and Ginning," Paul Hoefer Productions. Allied Independent Producers, 2044 N. Berendo St., Los Angeles 27, Calif. (Key No. 717)

"Colour in Clay," 16 mm. sound. British Information Services, 30 Rockefeller Plaza, New York 20. (Key No. 718)

"Addition Is Easy," "Subtraction Is Easy," "Carbon and Its Compounds," "Discussion in Democracy," "The Supreme Court," "You and Your Work," "The Cell—Structural Unit of Life," "Cleanliness and Health," "Measurement of Electricity" and "Principles of Scale Drawing," all 1 reel, sound, color or black and white. Coronet Films, Coronet Bldg., Chicago 1. (Key No. 719)

"Ants" and "English Children," 16 mm. sound, black and white, 1 reel, and "The Zoo," 16 mm. sound, color, 1 reel. Encyclopaedia Britannica Films Inc., Wilmette, Ill. (Key No. 720)

"Craftsmanship in Clay: Simple Slab Methods," 16 mm. sound, color, 10 min. Indiana University, Audio-Visual Center, Bloomington, Ind. (Key No. 721)

Great American Presidents series of slidefilms: Washington, Lincoln, Jefferson and Jackson. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich. (Key No. 722)

"Church Vocations" and "Life Insurance Occupations," 1 reel, and "Counseling—Its Tools and Techniques," teacher training film, 2 reels. Vocational Guidance Films, Inc., Des Moines 10, Iowa. (Key No. 723)

Shakespeare Series of black and white filmstrips: "An Introduction to William Shakespeare," "Shakespeare's Theater," "A Pictorial Guide to Macbeth," "A Pictorial Guide to Hamlet," "A Pictorial Guide to Romeo and Juliet," "A Pictorial Guide to Henry V," "A Pictorial Guide to As You Like It" and "A Pictorial Guide to Midsummer-Night's Dream," 40 to 60 frames each. "People Are People" Series of filmstrips: "Introduction, How They Farm" and

"Their Food," "How They Shop" and "Their Kitchens," "How They Bathe" and "At Bedtime," "How They Play" and "Their Laundry," "How They Get Around" and "How They Worship" and "How They Study" and "At Home," 6 filmstrips on 12 families in widely scattered parts of the world. Set of filmstrips for teacher training classes: "The Large-City Audio-Visual Aids Organization," "The Small-City Audio-Visual Aids Department," "The College Audio-Visual Center" and "The County Audio-Visual Service Program." "Solids, Liquids and Gases" and "Water Works for Us," 16 mm. 1 reel. Young America Films, Inc., 18 E. 41st St., New York 17. (Key No. 724)

Suppliers' Plant News

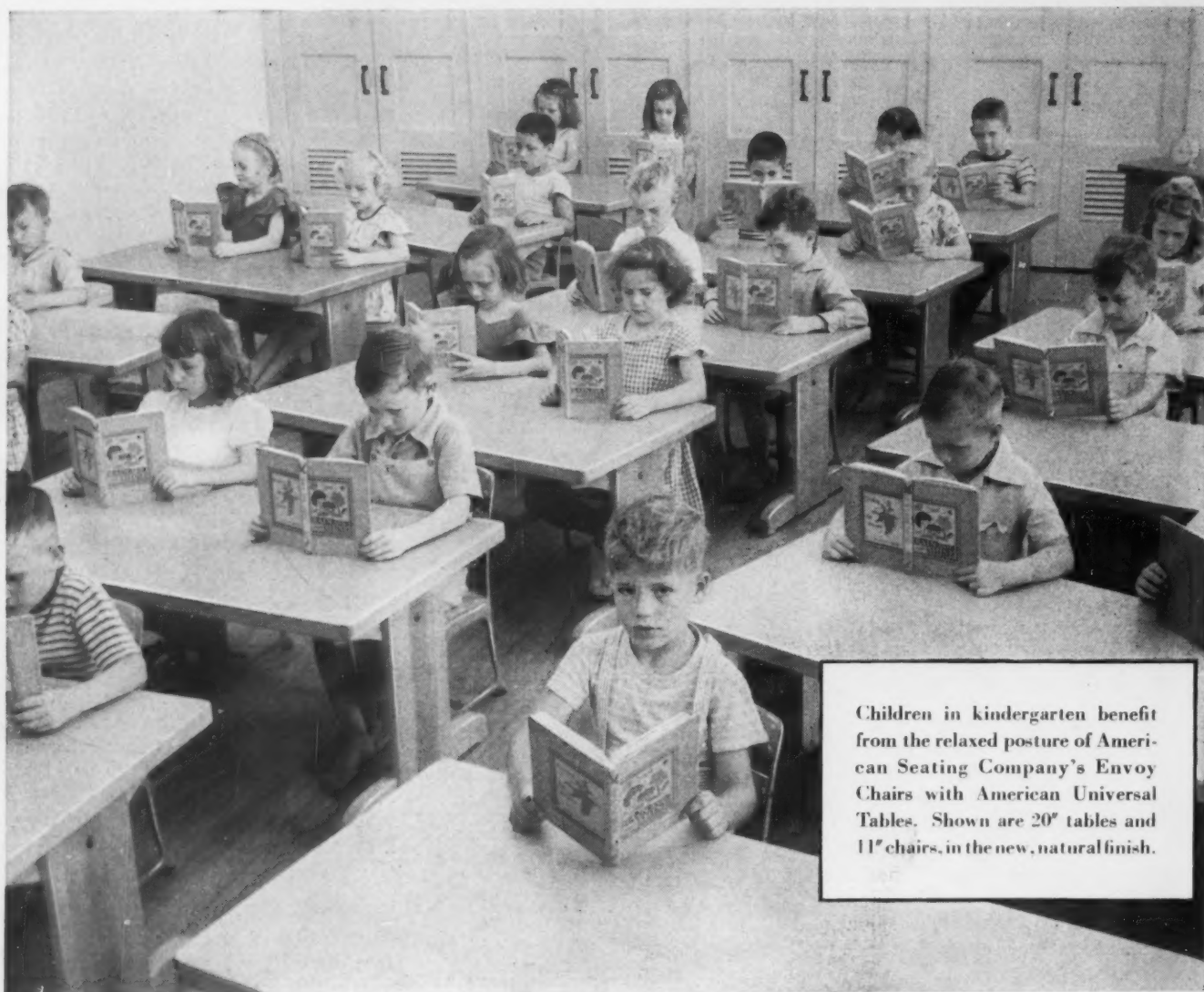
The Formica Company, 4614 Spring Grove Ave., Cincinnati 32, Ohio, manufacturer of Formica decorative plastic laminates, announces adoption by the company of the new "NEMA Standards for Laminated Thermosetting Decorative Sheets" published by the National Electrical Manufacturers Assn. The standards cover grades, thickness, color, finish, color fastness, dimensional stability and flexural strength, in addition to resistance to wear, boiling water, high temperature, stains and moisture. (Key No. 725)

The General Fireproofing Co., Youngstown 1, Ohio, manufacturer of metal furniture and equipment for offices and institutions, announces the opening of a new office and display room at 2121 Second Ave., Detroit 1, Mich., which will operate under the direction of R. C. Scott. (Key No. 726)

Scholastic Book Service, 7 E. 12th St., New York 3, is a new central agency for distribution of 25 and 35 cent books to elementary, junior and senior high schools and to teacher training schools. It will be the exclusive distributor to schools for Pocket Books, Inc., Bantam Books, Inc. and New American Library of World Literature, Inc. The initial list includes approximately 125 titles and all books have been approved by school authorities. (Key No. 727)

The Toledo Scale Company, Toledo 12, Ohio, announces purchase of the Sterling Division of the Anstice Company, Inc., Rochester, N. Y. The manufacture of Sterling restaurant kitchen equipment: dishwashers, potato peelers, vegetable dicers and silverware burnishing machines, will be continued at Rochester, N. Y. as the **Sterling Division of the Toledo Scale Co.** (Key No. 728)

United World Films, Inc. announces removal of the home office to 1445 Park Ave., New York 29, as of March 1. (Key No. 729)



Children in kindergarten benefit from the relaxed posture of American Seating Company's Envoy Chairs with American Universal Tables. Shown are 20" tables and 11" chairs, in the new, natural finish.

Your kindergarten seating can exert a lifetime influence

Kindergarten time is the ideal time to begin guarding eyesight—to begin encouraging good posture. Habits inculcated in youngsters then will be reflected in better health, better vision, better grades throughout the school career. Envoy Chairs and Universal Tables assist toward this end. They provide an effective combination for manipulative tasks in particular.

Envoy Chairs combine functional beauty, good posture, comfort, lightness, durability, and economy. Relaxed posture is attained by formed seats and deep-curved

backs with self-adjusting lower rail to fit each occupant.

American Universal Tables are exceptional values in the fine-furniture class. Tops are heavy, cored-plywood construction. No corner legs or other structural parts to interfere with knees.

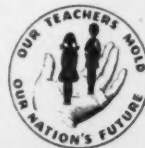
The plywood chair seats, backs and table tops, also desk tops, are hot-pressed, urea-resin-bonded for maximum strength and moisture resistance. All wood parts beautifully and durably lacquered in natural finish, 30 to 55% light reflectance, for improved classroom environment. Metal parts have dipped baked-enamel finish.

American Universal Desk No. 434

For pupils beyond the kindergarten age. Desk and seat adjustable in height. Deep-curved seat back and self-adjusting lower rail to fit each occupant. Seat swivels 45° either way. Sloping top for easier reading and writing. Built for long service.



FREE—Write today for your copy of our informative, helpful booklet, "Progress Toward Improved Classroom Environment."



American Seating Company

GRAND RAPIDS 2, MICHIGAN

WORLD'S LEADER IN PUBLIC SEATING

Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs
Branch Offices and Distributors in Principal Cities

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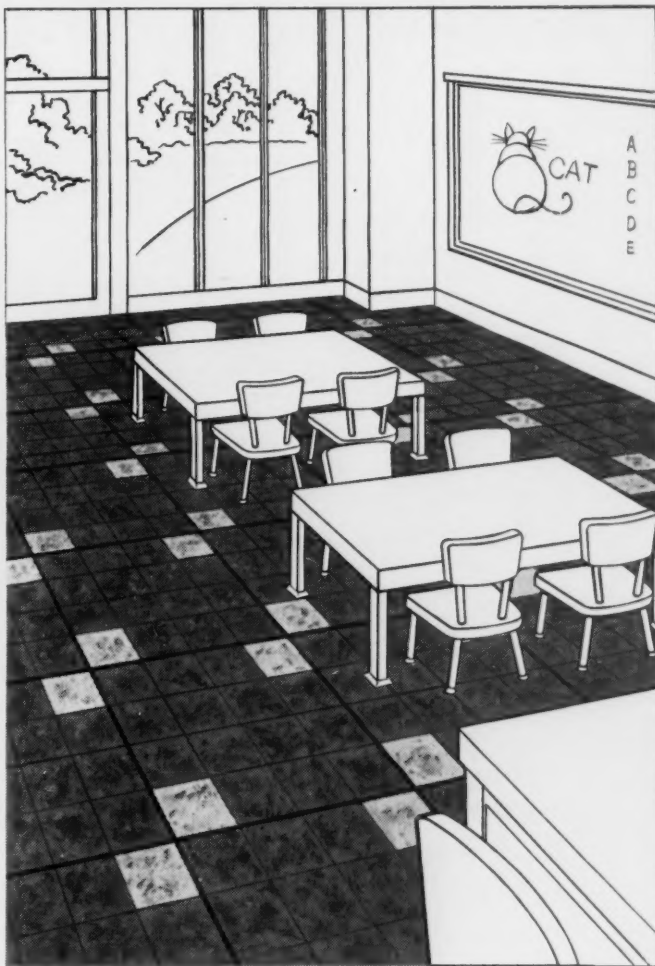
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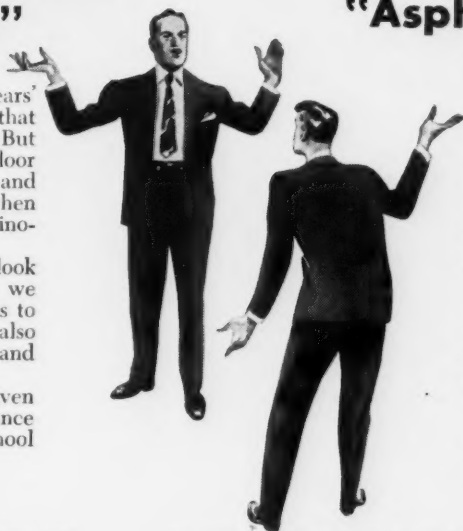


"Linoleum is the easiest floor to maintain!"

"One thing I learned from my 29 years' experience in school administration is that low-cost floor maintenance is important. But low-cost maintenance is not all—the floor must be able to take a terrific beating, and it must be quiet underfoot. That's why when we remodeled I selected Armstrong's Linoleum for our rooms and corridors.

"To help give our school a modern look and to make maintenance still easier, we rounded the linoleum border up the walls to form a base that won't catch dirt. We also put linoleum tops on all built-in cabinets and counters throughout the school.

"Armstrong's Linoleum certainly has given us the service we wanted. Our maintenance costs are the lowest ever, and our school looks smart and modern."



"Asphalt tile is the easiest floor to maintain!"

"We built our new school with concrete slab subfloors over gravel fill. While this saved us excavation costs, it created an alkali moisture problem which I'm told is always present under these conditions. We selected Armstrong's Asphalt Tile because it isn't hurt by the alkali.

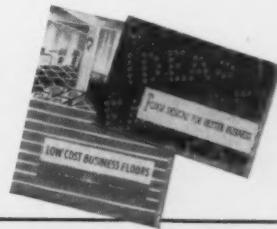
"Armstrong's Asphalt Tile also gave us a chance to give all our classrooms and corridors individuality. It is laid a tile at a time, so we were able to plan each floor and have different designs and color schemes where we wanted them.

"It's an easy floor to maintain, too. In fact, our men say there's none easier to keep clean and attractive."

AS MAKERS OF BOTH floors, we'd like to step into this argument. But we can't settle it for everyone. It depends on conditions. Sometimes the "best" choice is linoleum. Sometimes asphalt tile.

As far as cleaning is concerned, it's a tossup. One floor is just about as easy to clean as the other. On other points, each floor has individual characteristics. Linoleum is more resilient and comfortable underfoot, but asphalt tile usually costs less. Most people think Armstrong's Linoleum has first call when it comes to beauty, but Armstrong's Asphalt Tile also is an attractive floor. On concrete in contact with the ground only asphalt tile is recommended because of its ability to withstand the effects of alkaline moisture. If oil or grease may be spilled on the floor, linoleum is first choice.

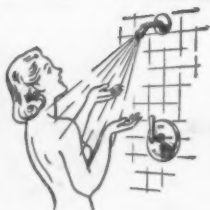
To get the floor that's best for you, weigh the advantages of one against the other. To help you choose, **drop us a card and we'll send you two books**—one about Armstrong's Linoleum and the other about our Asphalt Tile. To compare samples call your Armstrong flooring contractor. Write Armstrong Cork Company, 3704 State Street, Lancaster, Penna.



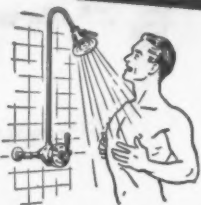
ARMSTRONG'S FLOORS

LINOLEUM  ASPHALT TILE

LINOTILE® ★ RUBBER TILE ★ CORK TILE



Bathers can really relax and enjoy a Powers regulated shower. No danger of scalding. *No unexpected temperature changes.



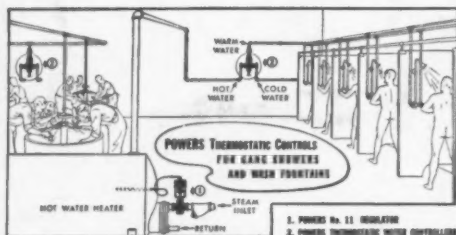
ONLY ONE MOVING PART

SIMPLICITY and durable construction insure many years of efficient carefree operation. Mixer body is made of bronze and parts subject to wear have a hard chromium finish.

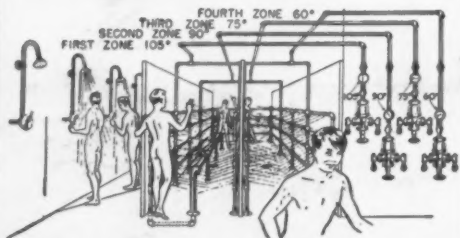
CONTROL WITHIN 1/2°F.

reported by users. Is widely used in Hospital Hydrotherapy, Infant Baths, X-Ray and Color Film Developing.

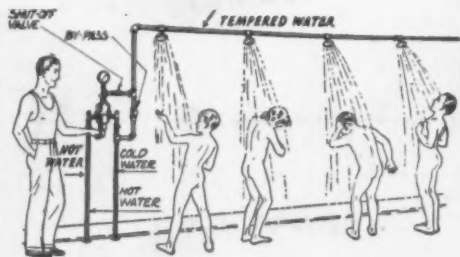
OTHER TYPES OF POWERS SHOWER CONTROLS



Below: Zone Shower for Swimming Pools



Below: Group Shower with Attendant



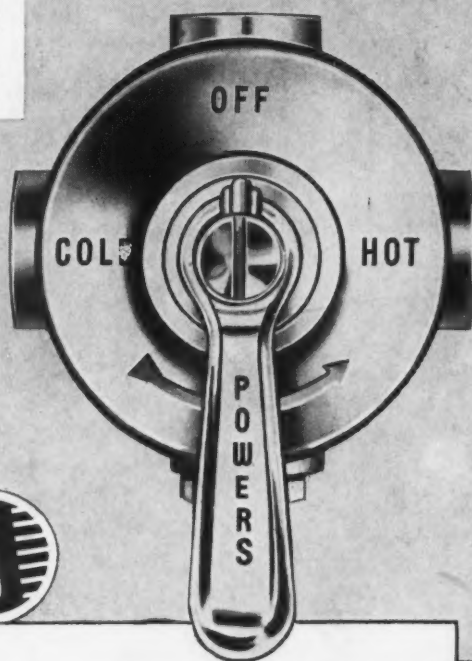
For the SAFEST Control Made

Back in 1923 Powers introduced the first and original pressure equalizing type water mixer. Now it offers the SAFEST thermostatic water mixer made.

TYPE H MIXER For exposed piping 1/2" pipe connections. Capacity: 6 to 10 gals. per min. at 45 lbs. pressure. Dial diam. 3 1/4". Mixer for Concealed Piping has 6" diam. dial.

use

POWERS



Thermostatic SHOWER MIXERS

they are **SAFE** against scalding caused by

1 PRESSURE or 2 TEMPERATURE
fluctuations in water supply lines

Get the best insurance you can buy for safe comfortable showers . . . install **POWERS Type H Mixers**. They're modern, really safe and non-scald.

Being thermostatic Powers mixers hold the shower constantly at whatever temperature the bather selects, regardless of temperature or pressure changes . . . two variables in all shower installations.

Powers mixers speed-up bathing. No time or hot and cold water is wasted while bathers wait for showers at the right temperature. For new installations or when modernizing present showers **USE POWERS MIXERS**.

Phone or write our nearest office for Circular H48

CHICAGO 14, ILL. 2754 Greenview Ave. Phone BUCKINGHAM 1-7100
NEW YORK 17, N. Y. 231 East 46th St. Phone ELDERADO 5-2050
LOS ANGELES 5, CAL. 1808 West Eighth St. Phone DREXEL 2394

48HS

THE POWERS REGULATOR CO.

OFFICES IN 50 CITIES • SEE YOUR PHONE BOOK

Over 55 Years of Water Temperature Control